

Fall 2017

Discovering The Learner Profile: An Interactive Read-Aloud Curriculum For K-2 Students In The International Baccalaureate Primary Years Programme

Dannika Wright
Hamline University

Follow this and additional works at: https://digitalcommons.hamline.edu/hse_cp



Part of the [Education Commons](#)

Recommended Citation

Wright, Dannika, "Discovering The Learner Profile: An Interactive Read-Aloud Curriculum For K-2 Students In The International Baccalaureate Primary Years Programme" (2017). *School of Education Student Capstone Projects*. 62.
https://digitalcommons.hamline.edu/hse_cp/62

This Capstone Project is brought to you for free and open access by the School of Education at DigitalCommons@Hamline. It has been accepted for inclusion in School of Education Student Capstone Projects by an authorized administrator of DigitalCommons@Hamline. For more information, please contact digitalcommons@hamline.edu, lterveer01@hamline.edu.

DISCOVERING THE LEARNER PROFILE:
AN INTERACTIVE READ-ALoud CURRICULUM FOR K-2 STUDENTS IN THE
INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAMME

by

Dannika E. Wright

A capstone submitted in partial fulfillment of the
requirements for the degree of Master of Arts in Teaching

Hamline University

Saint Paul, Minnesota

December 2017

Capstone Project Facilitator: Susan Manikowski
Content Expert: Rebecca Bauer, PhD

To my friends and family who support me to become a stronger human,
my colleagues who challenge me to become a confident educator,
and my first graders who inspire me to be a lifelong learner.

TABLE OF CONTENTS

CHAPTER ONE: Introduction.....	1
Overview.....	1
Learning and Teaching in the International Baccalaureate (IB).....	2
Rationale for Learner Profile Interactive Read-Aloud Curriculum.....	6
Conclusion.....	7
CHAPTER TWO: Review of the Literature.....	9
Introduction.....	9
Introduction to the IB.....	10
History of the IB.....	11
The IB today.....	12
Introduction to the PYP.....	14
Synthesis of the PYP curriculum framework.....	15
The Learner Profile.....	18
The Learner Profile in the PYP.....	19
Introduction to Character Education.....	20
History and significance of character education.....	20
Effective approaches to character education.....	22
The PYP as character education.....	24
Introduction to Interactive Read-Alouds.....	24

What are interactive read-alouds?.....	25
Benefits of interactive read-alouds.....	28
Benefits of using interactive read-alouds as character education.....	28
Conclusion.....	30
CHAPTER THREE: Project Description.....	31
Introduction.....	31
Setting.....	32
Participants.....	35
Methods.....	36
Conclusion.....	38
CHAPTER FOUR: Conclusions.....	39
Introduction.....	39
Reflections on the Capstone Journey.....	40
Summary.....	42
Revisiting the Literature Review.....	42
Summary.....	44
The Capstone Project.....	45
Summary.....	47
Beyond the Capstone Project.....	48
Summary.....	50
Conclusion.....	51
Bibliography.....	52
Appendices	

Appendix A: List of Acronyms.....	60
Appendix B: Synthesis of PYP Curriculum Framework.....	62
Appendix C: The Learner Profile.....	64
Appendix D: Character Education Partnership/Character.org:	
Eleven Principles of Effective Character Education.....	66
Appendix E: Fountas and Pinnell: Interactive Read-Aloud Structure.....	68
Appendix F: Photos of PYP Classroom.....	70
Appendix G: Learner Profile Interactive Read-Aloud Curriculum.....	72
Inquirer.....	73
Knowledgeable.....	81
Thinker.....	88
Communicator.....	95
Principled.....	103
Open-Minded.....	111
Caring.....	121
Risk-Taker.....	127
Balanced.....	134
Reflective.....	142
Appendix H: Learner Profile Interactive Read-Aloud Lesson Plan Template...	149
Appendix I: Selected Bibliography of Picture Books for Learner Profile.....	156
Appendix J: Project Bibliography.....	167

CHAPTER ONE

Introduction

“Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.”

Learner Profile, International Baccalaureate (2013a)

Overview

I have a profound connection with the International Baccalaureate (IB) as both an alumnus and an educator. The IB is a non-profit educational foundation aiming to inspire students to become internationally minded learners. The Learner Profile defines the internationally minded learner as a thinker, inquirer, knowledgeable, communicator, caring, principled, open-minded, risk-taker, balanced, and reflective. I first came to know the Learner Profile as a high school student in the Diploma Programme (DP). Now I teach these same attributes to my young first graders in the Primary Years Programme (PYP). I have explored the Learner Profile with my students in a variety of ways but found reading aloud children’s picture books among the most powerful of methods for developing a strong understanding of its attributes. This leads me to my research topic: *Discovering the Learner Profile: An interactive read-aloud curriculum for K-2 students*

in the International Baccalaureate Primary Years Programme. The Learner Profile has become part of my own identity and informing the decisions I've made throughout my life, including the one to become a teacher. Although my students are at the start of their journey in the IB, I hope they too take on the Learner Profile and become “inquiring, knowledgeable, and caring young people” who will change the world.

In the remaining section of this chapter, I will further describe my personal and professional journey with the IB. I will provide my rationale for why I chose to create a curriculum using interactive read-alouds to develop student understanding of the Learner Profile. In this capstone, I will use the term Learner Profile to describe the ten attributes of an internationally minded learner. The Learner Profile is an official component of the IB curriculum and will be further discussed in Chapter Two and Appendix C.

Learning and Teaching in the IB

I first heard about the IB in the sixth grade. My mom was asked to be the French teacher in the newly founded DP at a local high school and I tagged along with her one evening to an information session. Sitting in that auditorium among incoming freshmen and sophomores, I was immediately intrigued with what the DP had to offer and yearned to take part in it. I remember telling my teacher and friends the following day that I was going to be an IB student I got older. A few years later, I enthusiastically joined the program with my natural love for inquiry and desire to learn about the world. The high school program is quite rigorous; students are required to study a range of subjects, including another language, take part in service learning around the community, complete numerous internal and external assessments, and write a 4,000 word extended essay on a topic of interest. I have profound memories of staying up past midnight almost every

night to finish my work and stressing over studying for my exams. But I absolutely loved being in a setting with teachers who held high expectations, peers who were passionate about learning, and a curriculum that encouraged me to be a knowledgeable, caring, reflective, and open-minded thinker who was also a principled and balanced communicator, risk-taker, and inquirer. My IB Diploma still hangs on my wall, signifying not only all the hard work I did in high school but also reminding me to keep working towards making the world a better place.

At the time of my high school graduation in 2006, I did not anticipate that I would continue my journey in the IB as a teacher. After receiving undergraduate degrees in history and French, I discovered a passion for teaching while teaching English abroad in France. I then returned to the Midwest and enrolled in the Master of Arts in Teaching program at Hamline University. While applying for my first teaching job in 2014, I was surprised to learn that the IB had a program for elementary students. Certainly, I was fascinated with this concept and interviewed at a few schools that offered the PYP.

I was incredibly fortunate to accept my current position as a first grade teacher at an urban charter school that was founded with the goals of IB in mind. Like its high school counterpart, the PYP aims for its younger students to become lifelong learners. Using a very thoughtful yet complex constructivist curriculum framework, the teacher's role is to guide students through inquiry to gain knowledge about the world around them. The Learner Profile is an integral part of this experience, originally developed by PYP teachers to define what it means to be an internationally minded learner.

Although the Learner Profile is incorporated all throughout the PYP curriculum, its attributes need to be explicitly taught to young students. Students need to be able to

identify and describe each attribute so that they can recognize them through their own actions. Throughout their PYP experience and beyond, students should be actively demonstrating the Learner Profile to fulfill the IB mission of becoming an internationally minded learner. At many PYP schools, the ten attributes and their definitions are displayed in every classroom for easy and consistent reference. During our initial training, we spent a considerable amount of time discussing each attribute and how it contributes to the Learner Profile. Our instructors even emphasized the need for children to create their own representations of the Learner Profile so that they can take ownership of these attributes. I have done this with my students by making posters to hang on our wall and creating small project with multimedia. However, children still need to have meaningful interactions with the Learner Profile to truly understand it.

One way to help build our students' knowledge of the Learner Profile is by recognizing students for demonstrating the attributes. Like many schools, our school assigns one or two attributes for each month of the academic year. Students and teachers are encouraged to reflect on these attributes regularly throughout the year. At a monthly assembly, a few students from each classroom receive special recognition for exhibiting the focus attributes. At the end of the year, some students are recognized for consistently demonstrating the entire Learner Profile. This is a very positive experience for my students and they are usually very satisfied when they receive either a monthly or yearly award. However, I feel I could take more time to discuss with my students about those specific actions that earned them a Learner Profile recognition award. This would boost their understanding of the profile attributes and foster the students' sense of pride.

Another way I teach the Learner Profile is by finding small teachable moments throughout the day. For example, I will occasionally use an attribute in a question during our morning meeting (“How can we be caring on the playground?”) or to describe how we will perform a certain learning task (“We will be principled today during our math game by playing fair with our partner.”). As I myself become more familiar with the Learner Profile as an educator, I am able to incorporate the vocabulary easily into my daily language.

I believe that students however make some the strongest connections to the Learner Profile when they can relate it to literature. Last spring, I read aloud Leo Lionni’s classic book *Swimmy* to my first graders to engage them in a discussion of what it means to be a “thinker”. The IB defines a thinker as someone who uses “critical and creative thinking skills” to solve problems (IB, 2013a). In the story, Swimmy, a little black fish, finds himself alone after escaping a big hungry tuna fish. After passing by many different colorful sea creatures, he meets a school of little red fish hiding from the same ravenous tuna fish. Mustering up his courage and imagination, Swimmy devises a plan to help his new friends by teaching the little red fish to swim together in the form of a large fish, with Swimmy placed strategically as the eye, to frighten the tuna fish away. This strategy works and the readers can infer that Swimmy and the little red fish continue to live together in peace. Throughout the story, I asked my students about how Swimmy was critical of his situation and what ways he showed creativity to solve his problem. My students were captivated by the protagonist’s originality and shared insight about what attitudes and skills are needed to be a thinker. They discussed how they could apply this learning into their own lives. In the weeks following this discussion, they still continued

to talk about the attribute of thinker and identified ways they were like Swimmy with their own actions. It is moments like these that demonstrate a true understanding of the Learner Profile by embodying the kind of learners we want our students to be.

Rationale for Learner Profile Interactive Read-Aloud Curriculum

Now in my fourth year of teaching first grade in the PYP, I am much more knowledgeable of the IB mission. My comprehension and appreciation of the Learner Profile has evolved, especially since my days in DP, emphasizing the need to bring this same awareness to my first grade students. Although my students are young and fairly new to the PYP, it is important for them to understand the program's mission and actively seek ways to demonstrate the Learner Profile. I already provide some opportunities to develop student understanding of the Learner Profile, such as occasionally reviewing the attributes and their definitions, using attributes to describe student actions, and recognizing students who demonstrate a particular attribute. However my students show some of their strongest understanding of the Learner Profile through interactive read-alouds with quality children's picture books. Guided discussion about how characters demonstrate certain attributes allow a more meaningful experience with the Learner Profile. Thus creating a read-aloud curriculum that focuses the Learner Profile would not only benefit my own students, but also others at PYP schools all over the world. This curriculum would lead to a better understanding the Learner Profile by providing students with excellent examples of its attributes through children's picture books. This understanding of the Learner Profile will bring students a step closer in fulfilling the IB mission of inspiring young people to make the world a better and more peaceful place.

Conclusion

My experience as both a student and an educator in the IB has made me quite passionate about its curriculum and mission. I have come to realize the importance of the Learner Profile and the need to explicitly teach its attributes to young students. Reflecting on my previous three years of teaching in the PYP, I have noticed that my first grade students still struggle identifying and signifying the attributes of thinker, inquirer, knowledgeable, communicator, caring, principled, open-minded, risk-taker, balanced, and reflective. However, my students make better connections to the Learner Profile within the context of interactive read-alouds. This experience helped bring me to my topic: *Discovering the Learner Profile: An interactive read-aloud curriculum for K-2 students in the International Baccalaureate Primary Years Programme*. My research will guide my development of a curriculum that encourages student discussion on the Learner Profile attributes using higher-order thinking questions as well as other essential elements of the PYP curriculum.

In Chapter Two, I will conduct a review of the literature relating to my research. I will examine the history, mission, and curriculum framework of the IB with particular focus on the PYP. I will survey the definitions and effective practices of character education and its relation to the Learner Profile. I will finally look at the purposes and structure of interactive read-alouds and how children's picture books can to teach character. In Chapter Three, I will describe the setting, participants, and methods for my capstone project of developing an interactive read-aloud curriculum for the Learner Profile. Finally in Chapter Four, I will highlight what I have learned in this process,

consider possible implications and limitations of my project, and recommend future research projects.

CHAPTER TWO

Literature Review

“Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.”

Learner Profile, International Baccalaureate (2013a)

Introduction

In Chapter One, I highlighted my journey with the International Baccalaureate (IB). I was first a student and graduate of the high school Diploma Programme (DP) and now am a first grade teacher in the Primary Years Programme (PYP). Through these experiences, I have a very personal connection to the Learner Profile and want to share this understanding with my students. During my first three years teaching in the PYP, I feel like my students struggle to recognize the attributes and significance of the Learner Profile. However I have had successful and powerful experiences teaching the Learner Profile through children’s literature. This leads me to my topic: *Discovering the Learner Profile: An interactive read-aloud curriculum for K-2 students in the International Baccalaureate Primary Years Programme*. In Chapter Two, I will review the literature on three major themes: the IB, character education, and interactive read-alouds.

First, I will give an overview of the IB. The background of the foundation of the IB is important in understanding its mission to provide students with an inquiry-based and internationally minded education. I will then focus on the PYP, providing the scope and sequence of its unique curricular framework. The core of the PYP is the Learner Profile, which consists of the ten values that represent an internationally minded learner. I will lastly focus on the Learner Profile, describing its ten attributes and its significance to the PYP and the IB as a whole.

Next, I will investigate character education. I will examine the history of character education and the role it plays in schools today. I will discuss the approaches of effective character education. I will further explore what scholars say about the IB's approach to character education, focusing specifically on the PYP and the Learner Profile.

Finally, I will discuss interactive read-alouds. I will first explain what interactive read-alouds are and why they are so prevalent in elementary literacy programs. I will then describe the elements of an interactive read-aloud, particularly using the model by Fountas and Pinnell. I will lastly describe the benefits of interactive read-alouds in relation to concept and personal learning and how children's literature can be used to teach values to children.

Introduction to the IB

The IB is an educational foundation founded in 1968 with four programmes for students aged 3-19. The mission of the IB is to “develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect” (IB, 2013). The first part of this section will provide a more extensive overview of the IB's mission and programmes, discuss the

curricular framework of its PYP, and common critiques of the PYP. The second part of this section will focus on the Learner Profile, and discuss its unique role in the PYP.

History of the IB. The IB originally started out as an idea in 1925 by A. Ferrière of the International School of Geneva. I. Hill, provides an extensive overview of the IB founding and mission in his essay “An international model of world-class education: The International Baccalaureate” (2012). Hill explains that Ferrière wanted to create a high school diploma (*maturité internationale*) that would be recognized internationally. This dream did not become a reality until 1962, when other teachers at the International School of Geneva recognized the need to support and challenge their highly motivated and multicultural students. Thus the IB Diploma Programme was created and officially registered in 1968.

Hill illuminates that the IB was founded for three “pedagogical, idealistic, and pragmatic” reasons. First, the pedagogical reason was to create a curriculum that encouraged critical thinking and inquiry, as inspired by key educational theorists like J. Dewey, A.S. Neill, J. Piaget, and J. Bruner (Hill, 2012, IB; 2015c). Dewey and Bruner emphasized the need for students to be curious about the world around them and understand by doing to become better problem solvers. Neill, a Scottish progressive educator, emphasized the need for student to learn in an “environment free of constraints”. Piaget emphasized the need for educators to provide developmentally appropriate activities, as prescribed in his stages of cognitive development (IB, 2015c). Second, the idealistic reason was to create a curriculum that promoted “intercultural understanding” and “international perspective.” As the founders worked at an international school, they acknowledged that their students were well travelled and came

from many different parts of the world (Hill, 2012). These educational leaders were quite progressive in their thinking and believed that it was important for students to learn about different cultures so that they can understand each other to promote a more peaceful world, which would later reflect in the IB mission statement (IB, 2017). Finally, the pragmatic reason was to create a diploma that would be accepted at higher educational institutions worldwide (Hill, 2012). At the International School of Geneva, many students would travel back to their original country or to other countries after graduation and found it difficult to be accepted into universities. Having a secondary education that was internationally accredited would give IB scholars not only more possibilities to continue their studies but also enable them to have a critical and global outlook on the world.

The IB today. Ferrière and other leaders at the International School of Geneva originally created the IB for a small group of high school students in Europe. Now the IB has become much more inclusive and widespread. In 2015, the IB reported having over 4,200 authorized IB World Schools (IB, 2015b). To become an IB World School, schools must go through an extensive authorization process that require several years of educator and administrative training, site visits, and curriculum development (Walker, 2004; Hill, 2012). The IB states that this process is so extensive because the foundation is “proud of its commitment to provide rigorous, challenging and unique programmes of education to schools” (IB, 2005-2007). Throughout the years, the IB has become more prevalent in public school settings all over the world thus making it a global sensation.

One reason why the IB has gained such widespread recognition is because of increasing interest in globalization in recent decades. The IB mission seeks to cultivate internationally minded learners:

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their difference, can also be right. (IB, 2017).

The definition of an internationally minded learner according to the IB is someone who is an inquirer, a thinker, a communicator, knowledgeable, principled, open-minded, caring, risk-takers, balanced, and reflective (IB, 2009; IB 2013a). These attributes constitute the Learner Profile, or the “IB mission statement in action” (IB, 2013b). All IB programs value the Learner Profile, desiring all students to demonstrate these attributes throughout their education and beyond. However the Learner Profile is especially significant in the PYP, which will be explained in further detail later in this section.

The IB has four programs: the Primary Years Programme (PYP) for students aged 3-12, the Middle Years Programme (MYP) for students aged 11-16, the Diploma Programme (DP) and Career-related Programme (CP) for students aged 16-19. As stated above, the DP was the original program founded in 1968, which requires rigorous study of a breadth of academic subjects along with the completion of Community, Service,

Action hours, Theory of Knowledge course, 4,000 word Extended Essay, and final examinations that could earn university credit (IB, 2015a). The MYP and PYP were created in 1994 and 1997 respectively, responding to the renowned success of the DP and to make its inquiry-based and global education accessible to younger students. The MYP and PYP do not follow the same demanding structure as its predecessor but have complex yet flexible curriculum frameworks that foster higher-order thinking (Walker, 2004; IB, 2006b). The CP is the newest program, founded in 2012, which provides an alternative yet challenging education for students who wish to balance their high school education with both academic and career-focused subjects (IB, 2016a). All IB programs have a “strong international dimension” that requires students to study a second language and examine different cultures throughout their learning (Walker, 2004). All four programs adhere to the IB mission, empowering students to be well rounded in their knowledge and responsible in their actions.

Introduction to the PYP

The PYP is the program designed for its youngest learners aged 3 to 12. The IB describes that the PYP “focuses on the development of the whole child as an inquirer, both in the classroom and the world outside” (IB, 2015b). The PYP consists of a complex yet flexible curriculum framework centered on the student learner. *Making the PYP happen: A curriculum framework for international primary education* (2009) serves as the primary document for the PYP/ This document, distributed by the IB, provides the context for student learning in the PYP, with detailed explanation of each curricular component, serving as the fundamental guide for PYP educators and administrators worldwide.

Synthesis of the PYP curriculum framework. To better understand the complexity of the PYP curriculum framework, *Making the PYP happen* represents a synthesis of the PYP components with a hexagon, as seen in Appendix B (IB, 2009). At the core of the PYP is the Learner Profile or the “IB mission statement in action” (IB, 2013b). The ultimate goal of the IB and PYP is to create a learner who embodies the attributes of the Learner Profile. In the orange band surrounding the Learner Profile are the three parts of the PYP curriculum: the written curriculum (“What do we want to learn?”), the taught curriculum (“How best will we learn?”), and the assessed curriculum (“How will we know what we have learned?”). These three parts do not stand alone but work together to help students construct meaning (IB, 2009).

To achieve this balance of between the written, taught, and assessed curriculum, PYP educators integrate the five essential elements into their instruction (four of which are denoted in the gray band of figure 1): knowledge, concepts, skills, attitudes, and action (IB, 2009). Knowledge is the content teachers desire the children to learn. Concepts are the key questions (i.e. “What is it like?”, “How does it work?”, “Why is it like that?”) that promote inquiry and critical thinking. Skills are what students need to have to be successful in the PYP (i.e. thinking skills, social skills, communication skills). Attitudes are a set of twelve positive behaviors (i.e. confidence, empathy, respect, tolerance) students should exhibit to achieve the Learner Profile. Action is the student-initiated acts that result from learning. The goal of the PYP and the IB is for students to use what they have learned in the classroom to create some sort of action that will better their local or global community (IB, 2009; IB 2012; IB 2016b; Hill, 2012; Walker, 2012).

The PYP is truly a transdisciplinary curriculum with these five essential elements integrated throughout all of student learning.

Surrounding the essential elements in the hexagonal representation are the six different subject areas and six transdisciplinary themes students experience in the PYP. The IB desires students to be well rounded and requires them to study language, social studies, mathematics, arts, science, and personal/social/physical education. Like all IB programs, students in the PYP also learn a second language to foster both personal development and global-mindedness. These six subject areas will help students understand the six transdisciplinary themes that are unique to the PYP (IB, 2009). The transdisciplinary themes are broad concepts of global significance that students explore throughout the year:

- Sharing The Planet
(An inquiry into rights and responsibilities of humans.)
- Who We Are
(An inquiry into the nature of the self including beliefs, health, relationships, rights, and responsibilities.)
- Where We Are In Place And Time
(An inquiry into orientation in place and time thorough human exploration and interconnectedness of individuals and civilizations.)
- How We Express Ourselves
(An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values.)
- How The World Works

(An inquiry into the natural world and its laws especially through scientific principles and discovery.)

- How We Organize Ourselves

(An inquiry into the interconnectedness of human-made systems and communities.)

Each year, students in the PYP will experience all six transdisciplinary themes within the context of a unit of inquiry, which consists of a central idea supported by specific lines of inquiry (IB, 2009; IB, 2012; IB, 2016b). For example, my first graders focused on the central idea “Growth and change can be discovered in nature” for the theme of How the World Works last spring. The lines of inquiry had children discover patterns and change in nature, such the four seasons, as well as compare similarities and differences of life cycles by observing real life frogs and butterflies. PYP schools are entrusted to design their own central ideas that are relevant and developmentally appropriate for their unique students (IB, 2009; Walker, 2012). Following the PYP and IB philosophy, schools are to consider “both local and global perspectives” when planning their programme of inquiry, instead of being handed prescribed units of inquiry by a governing body (IB, 2009).

Within each unit of inquiry, PYP educators in schools have the flexibility and the creativity to plan how they will support their students’ learning by using the essential elements of knowledge, concepts, skills, attitudes, and action that are part of the curriculum framework.

Within this curriculum framework, the PYP also values the use of assessment to check student understanding. Within each unit of inquiry, as well as other subject areas, PYP educators must monitor and evaluate learning by using summative and formative

assessments. Educators are also required to record student learning so that both teachers and students can reflect on the learning process. After each unit of inquiry, educators document evidence of student learning in the PYP planner, which organizes the essential elements and assessment practices, and make recommendations for improvement for future instruction (IB, 2009). When students reach their final year of the PYP, generally sixth grade in US schools, they participate in a final assessment called Exhibition. Students work together in either a small group or whole-class setting to create an “extended, in-depth, collaborative project” on something significant that interests them (IB, 2016b). Using what they have learned in the PYP, students plan their own central ideas and lines of inquiry, integrating the various essential elements to showcase what they’ve learned (IB, 2009; IB, 2012; IB 2016b). The PYP Exhibition is a way for students and schools to “celebrate the transition of learner to the next phase of their education” and demonstrate mastery of the attributes of the Learner Profile (IB 2016b).

The Learner Profile

The Learner Profile is a set of ten aspiring attributes that define the internationally minded or IB Learner (Appendix C). The Learner Profile is at the core of all IB programs, described as the “IB mission statement in action” (IB, 2013b). The Learner Profile is especially important in the PYP. Originally developed with the younger learner in mind, the Learner Profile is the heart of the PYP curriculum framework. Without these attributes, the IB would not be able to describe or fulfill its purpose of cultivating an internationally minded learner.

Although these attributes have always been a part of the IB, the Learner Profile was not formally established until 2006 (Hill, 2012). The IB aspired to make these

attributes explicit so that students, educators, and members of the community alike could specifically identify and demonstrate them. The Learner Profile is intentionally “value-laden”, as it is the kind of learning that “the IB supports, and it is the embodiment of what the IB believes about international education” (IB, 2009). All students are expected to know these attributes and demonstrate them throughout their IB education (Hill, 2012).

The Learner Profile in the PYP. The Learner Profile especially plays an integral role in the PYP. In *Making the PYP happen: A curricular framework for international primary education*, the PYP seeks to make the definition of “international-mindedness” clear for young learners as part of its mission (IB, 2009). Understanding that international-mindedness is a difficult concept to define, PYP schools worldwide agreed that there was a certain type of learner they wanted to cultivate in their students. These schools developed a set of attributes that would ultimately become the Learner Profile, which is now part of all IB programs (Hill, 2012). When the PYP describes that its mission is to create internationally minded people, it is saying that it desires to have students who demonstrate all ten attributes of the Learner Profile (IB, 2009).

A student achieves mastery of the Learner Profile through the PYP curriculum framework, as described above. One of the key essential elements necessary for this mastery is the attitudes: appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect, and tolerance. These attitudes could be easily confused with the attributes of the Learner Profile. However, the attitudes are supposed to be more observable in student actions and should be explicitly taught and recognized (IB, 2009). Thus the attitudes are the behaviors; the Learner

Profile is the mindset. Students need to exhibit these behaviors to in order to achieve the mindset.

Introduction to Character Education

There are many definitions for character education yet they all focus on the development of character and values in students. D. C. Phillips explains character education as a “multifaceted process of socialization in schools, which transmits dominant social values to provide and legitimate the necessary link between the individual, the group, and society” (2014). C. D. Iscan describes it as “an open initiative in education for the development and actualization of values” (2015). For the purpose of my research, I will focus on the type of character education that focuses on the teaching and demonstration of certain values needed to become a “good” person, such as demonstrated with the Learner Profile. The first part of this section will provide a brief overview of the history of character education and the recent interest in teaching values to children in schools. The second part of this section will explain different methods of teaching character and its effectiveness with children including the PYP and the Learner Profile.

History and significance of character education. Character has always have played a role in pedagogy. From the Ancient western philosophers such as Plato and Aristotle to today’s teachers worldwide, educators have always affirmed their duty in the shaping of students’ morality (Phillips, 2014). In “The Return of Character Education,” T. Lickona describes the fluctuating relationship between character education and the American public school system (1993). Lickona explains that education has always had two main goals, “to help people become smart and to help them become good” (1993). In

early US history, elementary schools primarily used the Bible as inspiration, as well as the popularized McGuffey Readers, for teaching children character. The 1960's experienced a decline in character education due to "personalism", which rejected "moral authority", causing public schools to lose its prior role in leading character education. Character education returned in the 1970s as "values clarification and Kohlberg's moral dilemma discussions", which developed students' independent thinking by allowing them to make their own choices but did not actually encourage children to take on certain values. The 1990s finally brought back a new movement of character education into the schools with the purpose in creating students with "good character."

In the new millennium, there is still a resounding demand for character education and an urge for schools to prioritize character along with content. J. Hansen cites that a PDK/Gallup poll in 2015 stated that 76 percent agree schools "should build students' character" (2015). D. L. Shields explains that there is too much emphasis on academics and not enough on character development with federal programs like No Child Left Behind and Race to the Top. Practitioners and policy-makers are not looking at ways to develop the *character* of the student in quality education (2011). Macioci also agrees that although schools have invested interest in teaching values, they are still too concentrated on academic achievement. He states that the balance between academics and character is the "essential point of differentiation between a Ma school and a great school" (2013). Especially in our political climate today and growing trend towards globalization with new technology and social media, educators feel compelled to teach certain values for our next generation of new leaders.

Effective approaches to character education. As described above, there was renewed interest in character education in the 1990s. In 1993, D. Brooks and M. E. Kann outlined eleven essential elements for a character education program, which included: direct instruction, language-based curriculum (value concepts like “honesty” and “courage”), positive language, content and process (i.e. decision-making process for good choices), visual reinforcement, school climate approach, teacher-friendly materials, teacher flexibility and creativity, student participation, parental involvement, and evaluation (1993). However, the leading voices in character education movement are T. Lickona, E. Schaps, and C. Lewis, founders of the Character Education Partnership (CEP). The CEP, now known as Character.org, is a nonprofit organization founded in 1993 in response to the demanding need for character education in schools. The CEP/Character.org founders established a philosophy of character education and created a framework called *The Eleven Principles of Effective Character Education* (Appendix D). This framework is well known and is intended for schools and districts to create a “high-quality character initiative” and is used today by Character.org consultants to provide recommendations for schools seeking to improve their character education programs. Since its founding, the CEP/Character.org has grown in their efforts in working with schools all over the world with programs such as Schools of Character to “create cultures where people strive to do their best” (Character.org, 2015).

In 2006, the CEP/Character.org commissioned M. W. Berkowitz and M. C. Bier to conduct a report on the current research on character education to determine what really works in existing programs. In this report, Berkowitz and Bier preface their findings by stating that there is “a great deal of conventional wisdom” about effective

character education, much of which has not been sufficiently studied. The authors acknowledge that although many of these unexplored programs are indeed effective, for their purposes they only looked at programs that had “scientifically demonstrated positive student outcomes.” By using criteria derived from *The Eleven Principles of Character Education*, the report concluded that there were only 33 scientifically supported programs for character education. Berkowitz and Bier offer suggestions for schools looking into implementing character education, which include choosing programs that are already tested and effective; provide training and support implementers; assess the data and school climate from students, staff, parents, and community; and stay committed to the program to see results (Berkowitz & Bier, 2006).

Other scholars have recommended elements of effective character education. J. S. Benninga, M. W. Berkowitz, P. Kuehn, and K. Smith conducted a study on what good schools do in character education, finding that good schools: “ensure a clean and secure physical environment”, “promote and model fairness, equality, caring, and respect”, “students contribute in a meaningful way”, and “promote a caring community and positive social relationships” (2006). S. V. Lewis, E. H. Robinson III, and B. G. Hayes state that character education should be integrated into the school’s mission and curriculum to be fully effective (2011). Q. M. Pearson and J. I. Nicholson emphasize that schools need to include administrators, teachers, counselors, and parents in collaborative discussions when developing a character education program so that each member has a role to play and can demonstrate that to students (2000). Since the 1990s, there has been growing interest and scholarship in character education, emphasizing the need for schools to teach students about certain values and contributing to the larger society.

The IB PYP as character education. The IB PYP does not explicitly describe itself as character education but does have components that closely resemble the recommendations for effective programs. A. A. Mattix Foster and K. Daly (2016) recently analyzed these components and concluded that the Learner Profile can be an effective approach for character education in the PYP. First, the IB includes in their mission that they seek to “develop inquiring, knowledgeable, and caring young people who help create a better and more peaceful world”, a statement in itself that implies the development of a certain character (IB, 2017). Supporting the IB mission is the Learner Profile, which encompasses a set of ten attributes or values that students are expected to demonstrate and align with the First Principle of Effective Character Education promoting core ethical and performance values. Mattix Foster and Daly (2016) illuminate that in *Making the PYP Happen*, the IB “makes a ‘commitment to a values laden curriculum’ in order to wholly educate the child and develop students into lifelong learners and caring, compassionate, citizens” (82). Furthermore, these values are at the core of the PYP and are integrated throughout all five of its essential elements, following Lewis et al.’s suggestion that character education should be infused in the school’s curriculum. The PYP has strong beliefs about developing the character of its students, qualifying the program as a form of character education.

Introduction to Interactive Read-Alouds

Elementary teachers have always been reading aloud to their students in the classroom. L. Calkins (2001) explains that even with the many studies and theories of reading instruction available today, most scholars and educators would agree that read-alouds are important for students. Beloved children’s author and literature professor, M.

Fox (2013), explains that listening to adults read aloud provides children with the “essential enchanting engagement with books, stories, rhymes, and songs” needed for early literacy. There are countless studies that show that reading aloud to children is beneficial for their personal and literary development (Calkins 2001; Miller, 2010; Fien et al., 2011; Giroir, Grimaldo, Vaughn, & Roberts, 2015; Lennox, 2013). Interactive read-alouds allow teachers to facilitate students in meaningful discussion throughout the entirety of a text. Interactive read-alouds are not just beneficial for students to develop understanding of literary elements but also of certain concepts or themes presented in a story. The first part of this section will discuss the components of an interactive read-aloud. The second part of this section will discuss some of the benefits of interactive read-alouds and how they could be used to teach character education.

What are interactive read-alouds? In a traditional read-aloud, a teacher may engage students in discussion before and after reading a text, but usually not during (Barrentine, 1996; Mikul, 2015). An interactive read-aloud differs by engaging students in discussion throughout the entire story to allow a more in-depth experience with the text (Mikul, 2015; Wiseman, 2010; Giroir et. al, 2015; Lennox, 2013). S. J. Barrentine (1997) explains that the origins of the term “interactive read-aloud” emerged from the theories and practices of Cambourne and Goldenberg in the 1990s (Barrentine 1997). Cambourne’s (1988) theory on language learning states that children cannot learn passively; instead children learn by engaging within their natural setting. Goldenberg (1992) further explains that this student engagement cannot be forced but can be “enticed” through informal conversation. An interactive read-aloud lesson adheres to these ideas by allowing children to engage with the teacher and the text in an informal

way. Students are not submissively sitting and listening to an adult read aloud, they are interacting with a story by discussing ideas with their peers and their teacher in a natural way.

Since its conception, educators have further developed and identified key elements of the interactive read-aloud. The interactive read-aloud has become prevalent in many literacy programs today, especially with the growing evidence of the benefits of student engagement and learning. Two of the leading specialists for interactive read-alouds are I.C. Fountas and G. S. Pinnell, having published numerous books, articles, and curriculum programs for elementary reading. In *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading in K-8* (2006) and *The Continuum of Literacy Learning* (2011), Fountas and Pinnell provide extensive resources for planning, teaching, and assessing interactive read-alouds.

Fountas and Pinnell (2006) (Appendix E) outline the basic structure of the interactive read-aloud. Before starting an interactive read-aloud, it is important to select and prepare the text. Fountas and Pinnell (2006) provide detailed guidelines for selecting texts but teachers should consider their students' ages, backgrounds, cultures, and personalities as well as find connections to other books or concepts they are learning in the classroom (2006). S. Lennox (2013) explains that selecting "a variety of well-illustrated, quality literature" is critical for a successful read-aloud and for enhancing student learning (p. 383). When preparing for a read-aloud, one suggestion for teachers is to mark page numbers (such as with a sticky note) with possible questions, connections, or teachings that could enhance student learning. Fountas and Pinnell warn that planning

too many stops during the read-aloud may interrupt student comprehension or engagement of the story (2006; 2011).

The teacher introduces the book in the opening of the interactive read-aloud with students. The opening lays the groundwork for understanding by discussing elements like the title, author, illustrations, and acknowledgements as well as building background knowledge (Fountas & Pinnell, 2006). The teacher may teach any vocabulary needed for children to understand the story, which is especially important for English language learners (Chen & Mora-Flores, 2006; Fien et al, 2011; Giroir et al, 2015). The opening is essential for enticing student engagement so that they will listen and interact during the read-aloud. When reading aloud, the teacher should be aware of their voice and interpretation of the text to keep students interested and model fluent reading.

Throughout the story, the teacher provides opportunities for both embedded teaching (such as demonstrating literacy concepts in context), and text talk by asking questions about the plot and character development (Fountas & Pinnell, 2006). Although planned, the interactive read-aloud should be an authentic conversation about the text. Lennox (2013) explains that an interactive read-aloud is “virtually impossible to script” because of the natural and open-ended exchange between the teacher and the students that is vital for student learning (p. 384).

When the teacher is finished reading aloud a text, Fountas and Pinnell (2006) explain that it is important to “wrap up the discussion in a meaningful way” with the discussion and self-evaluation. Teachers could allow students to share their interpretations of the text verbally with a partner or with the whole class. Teachers could also represent student thinking by recording ideas on a chart or map. Fountas and Pinnell

(2006) also recommend students to quickly reflect on the interactive read-aloud experience by answering a few questions their behaviors, empowering the students to understand their responsibility as learners. Teachers may also make a record of reading by adding the selected text to an accumulative chart or list in the classroom, so that students can visually make connections to the texts they've read throughout the year (Fountas and Pinnell, 2006). Finally, Fountas and Pinnell (2006) reveal students could be involved in a written or artistic response that allows them to extend their discussion and learning from the interactive read aloud.

Benefits of interactive read-alouds. There are many benefits to interactive read-alouds. Fountas and Pinnell (2006) list over a dozen reasons why interactive read-alouds support development of students' reading comprehension and fluency (2006). Many scholars have found that interactive read-alouds help English language learners and students with low vocabulary improve language and comprehension skills (Fien et al., 2011; Chen & Mora-Flores, 2006; Giroir et al., 2015). Interactive read-alouds also can help students learn new concepts, make connections, and draw interest in new topics (Worthy, Chamberlain, Peterson, Sharp, & Shih, 2012; Strachen, 2015). For the purpose of this capstone, I will focus on this final benefit and how interactive read-alouds can be used to in character education.

Benefits of using interactive read-alouds as character education. Many scholars recognize the significance of using children's literature in character education. V. Helterbran (2009) justifies that books can provide a way for children to experience "authentic human interaction and the development of relationships or concrete dialogues with others" (p. 71). Helterbran (2009) also recognize the prevalence of reading and

language arts and how books naturally play a part in the daily activities in the elementary classroom. C. G. Stephens (2004) expresses that children's books can provide students with a "neutral ground" where they can discuss and confront problems while also being exposed to a variety of "cultures, experiences, and attitudes." W.T. Owens and L. S. Nowell (2001) explain that children's books can help children think critically by offering them interesting social content. These opportunities allow children to learn about and evaluate value concepts and eventually enlighten them to discover social justice and how the world works (Owens & Nowell, 2001).

Using children's literature through interactive read-alouds can also be an effective approach to teach children character attributes. From the previous discussion on character education in this chapter, there are many elements to making an effective character education program and interactive read-alouds can incorporate a few of them. Brooks and Kann (1993) emphasize the need for teachers to provide direct instruction and a language-based curriculum when teaching children certain values. Interactive read-alouds are an ideal opportunity to introduce direct instruction of certain character attributes as well as provide a rich dialogue to explore these character attributes in context. The CEP/Character.org (2010) describe that schools should have a set of core values (Principle 1), a challenging curriculum that incorporates these values (Principle 6) and a staff that takes responsibility in teaching these values (Principle 8). Interactive read-alouds provide a means to talk about those core values within in a curricular framework that allows the teacher to model them to students and guide them to deeper understanding.

Conclusion

In this chapter, I reviewed literature on the themes of the IB, character education, and interactive read-alouds to understand my question: *How do interactive read-alouds support understanding of the in K-2 Students?* My research suggests that the Learner Profile is at the forefront of the IB mission to develop students who will help “create a better and more peaceful world” (IB, 2017). The PYP helped develop this Learner Profile in order to help young learners better understand and become an internationally minded person. With the Learner Profile placed in the center of the PYP curriculum framework, the PYP can be an effective model of character education. One way for students to better understand the values of the Learner Profile might be through authentic experiences with quality children’s literature in the form of interactive read-alouds. Interactive read-aloud allow children to make meaningful personal connections and deepen understanding of concepts (Barrentine, 1997; Fountas & Pinnell, 2006; Helterbran, 2009).

In the next chapter, I will discuss the methodologies for my development of an interactive read-aloud curriculum that focuses on the attributes of the Learner Profile. I will explain the context for my curriculum, describing the intended participants and setting. I will also explain how I will use elements of the IB PYP planner and the Fountas and Pinnell (2006) interactive read-aloud structure to design my lessons.

CHAPTER THREE

Project Description

“Risk-takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and risk.”

Learner Profile, International Baccalaureate (2013a)

Introduction

In Chapter Two, I reviewed the literature on the International Baccalaureate (IB), with specific focus on the Primary Years Programme (PYP) and Learner Profile; effective character education practices; and interactive read-alouds. During my research process, I developed a greater appreciation for the IB as a foundation. Even as a Diploma Program (DP) graduate and a PYP educator, there was still much to learn about the history of the IB and its educational mission. I never before took the time to think about what it means to be an internationally minded learner and realized how important the Learner Profile is in achieving this goal. This realization supported my project:

Discovering the Learner Profile: An interactive read-aloud curriculum for K-2 students in the International Baccalaureate Primary Years Programme.

Additionally, my research on interactive read-alouds validates my decision to use quality children’s picture books for teaching the Learner Profile. Although I have used

interactive read-alouds before in my teaching, I have become much more knowledgeable about their purpose and structure. Interactive read-alouds should be real conversations between the teacher and the students, a concept that resonates with the PYP philosophy of authentic and transdisciplinary learning. The idea that an interactive read-aloud can happen at any time during the school day makes this curriculum incredible accessible and transdisciplinary.

In this chapter, I will discuss the setting, participants, and methods used in this capstone project. I created an interactive read-aloud curriculum unit for K-2 students at my PYP school using quality children's picture books that exhibit the Learner Profile attributes. The purpose of this curriculum is to both introduce and develop young students' understanding of the Learner Profile in accordance with the IB mission of fostering internationally minded learners. The opportunity for children to engage in conversation through interactive read-alouds will help children make connections to these attributes and demonstrate them in their own lives.

Setting

I teach first grade at an urban public charter school in the Midwest. The school was founded in 2007 with a mission that shares the same goals as the IB. Since 2011, the school has been an authorized IB PYP World School. We serve approximately 430 students in grades K-8. In the 2016-2017, our student demographics consisted of 77% Black/African American, 20% White, and 3% other ethnicities (Asian/Hispanic/Mixed Race). Our students are primarily of East African and Arab heritages, which plays a great part in our school culture. Approximately 35% of students are English Language Learners (ELL) and 9% receive Special Education services. The school gets Title I

funding with 86% of students receiving free/reduced price lunch. Our school offers physical education, art, and Arabic language to all grade levels. K-1 students additionally receive regular weekly instruction in social skills with the school counselor through the Second Step program founded by the Committee for Children (2014). Grades 7 and 8 have more specialist options depending on the trimester (i.e. photography, technology, Model UN, journalism, Spanish). In order to support our students and curriculum, the school also requires high levels of classroom management techniques to support the culturally and linguistically diverse population.

The primary classroom management program implemented at our school is Educational Non-Verbal Yardsticks (ENVoY). Established by Michael Grinder (1993), this program focuses on non-verbal communication and preserving relationships within the classroom. We also implement school-wide Positive Behavior Intervention and Supports (PBIS). As an IB World School, we use the PYP curriculum framework to provide inquiry-based instruction for all subjects, including the Programme of Inquiry of the six transdisciplinary themes. To help support the learning of our large population of ELL students, teachers use Sheltered Instruction Observation Protocol (SIOP) in their planning and instruction. Teachers also frequently use Academic Conversations (2011) and Thinking Maps (2011) to support learning and give students the skills needed to be successful in their academics.

Our school is located in an urban neighborhood tucked within a busy commercial space. Although the layout is much more limited than a regular public school, with its narrow hallways and small classrooms, there is a noticeable tranquility throughout the entire school. There are two main wings of the school: the K-2 wing and the 3-8 wings.

In the center of the school are the gym, art room, and kitchen. A small library and additional gym space are accessible from another part of the commercial space the school resides in. From the main entrance, there is a moderately sized reception area in front of the front desk and main administrative office. Around the corner in the main hallway, visitors will find our school's Programme of Inquiry posted in large hand sewn pocket charts highlighting what is being learned across all grade levels. Custom-made posters with inquiry-based questions, photos of students, and examples of student work are on display throughout the hallways. Students and teachers are generally quiet walking through the hallways while classrooms are buzzing with interested chatter from students about whatever they are learning. Overall, there is a reputable calm and encouraging atmosphere throughout the school.

In the K-2 wing, student backpacks and jackets are hung in cubbies or lockers outside each classroom. Each classroom has a welcoming environment with its arrangement and overall cleanliness. Since classrooms are small in size, my colleagues and I have carefully considered almost every square inch of the physical space to create the most conducive learning environment possible for our students. Each classroom has a Promethean ActivBoard and a classroom set of iPads that enhances teaching and learning. With the help of grant funding, our school implements a 1:1 iPad program that gives our students exceptional access to digital technology to help prepare them to be successful in today's world. Teachers at our school have been trained to use innovative technology in hopes to foster the kind of "international learner" we want our students to become. As an IB World School, we want our students to be acquainted with the essential elements of the PYP, requiring the Learner Profile, Attitudes, Key Concepts, and Action

Cycle to be visible within in student learning environments (Appendix F). Teachers also post our classroom and school essential agreements, or rules, for quick reference and continual review. As many of our students stay enrolled in from kindergarten to eighth grade, they become quite familiar to these features in our classrooms and understand the school culture by the time they graduate.

Participants

My capstone project is intended for K-2 students at my school. There are two classrooms of 24 students per grade level, totaling to six teachers and 144 students. I chose to focus on these grade levels because these students are similar in age and are within the same stages of cognitive development. These students are also at the beginning of their journey in the PYP. Moreover, I chose these grade levels because of my familiarity and proximity to the teachers and students in each of these classrooms. As a small school, teachers and students are closely acquainted with each other. The K-2 classrooms are located in the same hallway, which facilitates daily interaction among all teachers and students.

My project consists of an interactive read-aloud curriculum with the aim of supporting K-2 understanding of the Learner Profile. I noticed especially that my first grade students were still unclear of what the Learner Profile is at the end of the school year. This uncertainty indicates that my students may not have a strong notion of the IB mission, or even the school's mission. They do not fully understand why we commend the attributes of the Learner Profile and how they are applied in the real world. It is true that these students are young and are still quite new to the PYP; they will develop their concept of the PYP and the Learner Profile as they grow older, as evidenced by their

sixth grade Exhibition projects. However, I think that K-2 students still could have a stronger understanding of the Learner Profile attributes by being able to identify and articulate them, as well as visibly demonstrate them at a developmentally appropriate level. This understanding will better serve them as they go through the program as well as prepare them to become the internationally minded people and lifelong learners that we desire them to be.

Methods

My capstone project topic is: *Discovering the Learner Profile: An interactive read-aloud curriculum for K-2 students in the International Baccalaureate Primary Years Programme*. I created an interactive read-aloud curriculum using quality children's picture books that exhibit attributes of the Learner Profile. The curriculum consists of ten interactive read-aloud lessons that each focus on one of the Learner Profile attributes: inquirer, thinker, communicator, knowledgeable, principled, open-minded, caring, risk-taker, balanced, and reflective. Each interactive read-aloud involves an introduction to the book and the focus attribute, guiding questions and think-aloud opportunities throughout the reading, and a follow-up assessment activity. Additionally, I include a bibliography of additional children's books that relate to each of the ten Learner Profile attributes in Appendix I.

I will be using the PYP curriculum framework and Fountas and Pinnell's (2006) interactive read-aloud framework to create my lessons. I will integrate all three parts of the PYP curriculum – written, taught, assessed – within an adapted version of Fountas and Pinnell's (2009) interactive read-aloud template. A blank version of this lesson plan template is located in Appendix G.

For the written curriculum (What do we want to learn?), I will consider all five essential elements of the PYP for each interactive read-aloud lesson:

- Knowledge: What are the academic/language objectives relating to focus Learner Profile attribute? What Common Core State Standards for ELA will be addressed?
- Skills: What do students need to know to be successful in this read-aloud?
- Concepts: What kinds of questions will the teacher ask to guide student understanding?
- Attitudes: What attitudes are related to the focus attribute?
- Action: What are some possible ways students could demonstrate understanding inside and outside the classroom?

For the taught curriculum (How best will we learn?), I will describe lesson activities for the interactive read-aloud. Before reading, the teacher will introduce the book and build any background knowledge needed to understand the story and the selected Learner Profile attribute. During reading, the teacher will ask questions to engage students in whole group and partner discussion, generate kinesthetic response, and initiate think-alouds to model comprehension. The lesson plan will have learning prompts planned with the understanding that the actual dialogue between students and teacher cannot be scripted. According to both the PYP and interactive read-aloud philosophy, the lesson is meant to be an authentic conversation that will deepen student learning. The teacher should validate and appreciate all student inquiry. Therefore the planned lesson activities should serve only as a guide for facilitating conversation. The

teacher has the flexibility to alter the actual learning experience in the moment to best serve the needs of the students.

For the assessed curriculum (How will we know what we have learned?), I will provide a follow-up activity that students would do independently. This activity is usually in the form of a written or drawing response that relates to the story and allows students to show their understanding of the focus Learner Profile attribute. The teacher will also reflect on this experience by noting how successful the read-aloud was, what the students discussed, as well as any actions they took afterwards.

Conclusion

In this chapter, I described my school setting and participants in the K-2 classrooms. I explain that my observations of student understanding and teacher involvement of the Learner Profile inspired me to develop an interactive read-aloud curriculum. I also discussed the methods that I used to develop my lessons, drawing from both the PYP curriculum and Fountas and Pinnell interactive-read-aloud frameworks.

In Chapter Four, I will reflect what I have learned during my capstone process. I will consider possible implications and limitations to my interactive read-aloud curriculum. I will also discuss my future as a PYP educator and other possible research projects and agenda.

CHAPTER FOUR

Conclusions

“Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.”

Learner Profile, International Baccalaureate (2013a)

Introduction

My research project focused on *discovering the Learner Profile: an interactive read-aloud curriculum for K-2 students in the International Baccalaureate Primary Years Programme*. I have been teaching first grade at an International Baccalaureate Primary Years Programme (IB PYP) school for the last four years and want my students to gain a better understanding and appreciation of the Learner Profile through the use of interactive read-alouds of high-quality children’s picture books. The Learner Profile is essential to the PYP curriculum as it represents the IB mission statement in action. Comprised of the ten attributes – inquirer, knowledgeable, thinker, communicator, principled, open-minded, caring, risk-taker, balanced, and reflective – the Learner Profile defines the internationally minded learner that the IB desires its scholars to become. Through my research in my literature review and my project plan in the previous

chapters, I have created a curriculum of ten interactive read-aloud lessons, each focusing on a specific attribute, that PYP teachers could use to develop student understanding of the Learner Profile.

In this chapter, I will reflect on my capstone journey. First, I will determine what I have learned while researching and writing my capstone. Next, I will consider my literature review and elaborate on the research that was the most pertinent to my project and make connections to new findings that I made at the end of this process. I will then explain how my project will benefit other teachers in the PYP as well as some its limitations. I will finally illustrate possible extensions for my read-aloud curriculum and how others can use my project for future research or similar projects. I will also conclude on how I will be using this project in my own teaching.

Reflections on the Capstone Journey

My capstone journey has been long but rewarding. Several years ago, I worked on a different topic of research that did not resonate with me as well as the Learner Profile. At the time, I was newly licensed and did not have much experience in the classroom. Thus I decided to spend a few years to develop my teaching craft and explore what interested me professionally before completing my capstone. Taking this time allowed me to find a topic that is much more fascinating and relevant to my teaching now. Once I did return to my capstone, I felt especially invigorated by the research process. I majored in French and history for my undergraduate, so I was accustomed to larger research projects. Although it took me a while to get back into the research mindset, having been away from the academic setting for a while, I felt comfortable looking through online academic databases, journal articles, and curriculum guides. I also

relished traveling to the university's library, pulling books off the shelves, and skimming their contents to decide if they would be applicable for my literature review. I was reminded of my passion to learn about a topic through extensive research and synthesis. I loved being a student again and would possibly consider returning to academia in the future to pursue further studies in education.

I also was invigorated by all the writing I did for my capstone paper and project. I usually prefer research to writing but found through this experience that I really enjoyed the latter. By nature, I am a perfectionist who tends to stress over the structure, content, and language in the first draft. I was however more thoughtful throughout this capstone writing process by allowing myself to make mistakes and make use of revision. This experience encouraged me to be more of a risk-taker, which in turn strengthened my writing. I shared this capstone writing experience with my own first grade students, making their early writing experience much more meaningful. For example, when talking about how good writers always go back and fix their mistakes, I referred to all the mistakes I have made with my "big graduate paper" and showed them how my editor shares her feedback by adding comments in another color. These connections make not deepen my students' understanding of the purpose of the writing process but also inspire me to become a better role model for them.

Finally, I have become more aware of how I am a lifelong learner by embodying the attributes of the Learner Profile, just like what I want my students to do everyday. Throughout this capstone journey, I exemplified many of the Learner Profile attributes such as being an inquirer through my research and a communicator by writing what I learned in my literature review. I had to be a risk-taker by designing a read-aloud lesson

template that no else has made before and trying out ideas with my own students. I am reflective by thinking about my experience by describing what I have learned and how I can share it with others. If I can articulate my own development of the Learner Profile, I can help my students become aware of their own development into becoming lifelong learners and positive leaders in tomorrow's world.

Summary. Overall, the research and writing process of my capstone project invigorated me. I was reminded about how much I enjoy looking up and synthesizing information. I also realized how valuable the revision is by allowing myself to make mistakes and let others help me become a strong writer. Sharing this experience with my young students help them understand the importance of the writing process throughout their academic career. Most importantly, I discovered that I am too a lifelong learner as defined by the Learner Profile. There were many attributes that I embraced throughout my capstone journey that serve as an exemplar for my students. I had to be an inquirer, communicator, risk-taker, and reflective at many different points during these last few months, especially during my literature review. The literature review was a profound experience that required me to be open-minded about different ideas but made me much more knowledgeable on the different topics related to my capstone project.

Revisiting the Literature Review

In my literature review, I primarily examined the history and philosophy of the IB and PYP, character education, and interactive read-alouds. Having been both a student and an educator in the IB, I was still surprised to find that there was a lot about the organization and its programs that I did not already know. It was however particularly challenging that there is not much scholarship available yet on the PYP and the Learner

Profile considering they are fairly new developments in the IB. Consequently, I largely used IB-created sources for this part of my literature review. There has been a lot more research however in character education; it was difficult to sift through the information to identify what would be the most pertinent to my research. I decided to focus on the Character Education Partnership (CEP)/Character.org's (2010) framework of *The Eleven Principles of Effective Character Education* as a way to compare and justify the use of the Learner Profile as an effective means of character education. A.A. Mattix Foster and K. Daly (2016) are among the only scholars who have examined the Learner Profile and make similar conclusions about its role in character development. The final part of my literature review focused on the purpose, benefits, and structure of the interactive read-aloud. Although I was aware of the term "interactive" before this research, I was keen to find its origin and meaning in the theories of language learning from Cambourne (1988) and Goldenberg (1992). I mainly focused on the theory and structure of interactive read-alouds prescribed by reading educators I.C. Fountas and G.S. Pinnell (2006). My lesson template uses many of elements advocated by Fountas and Pinnell, including the selection and preparation, opening, reading aloud, discussion, and written or artistic response. When creating my project, I considered what I learned from the PYP curriculum framework, *The Eleven Principles of Effective Character Education*, and the interactive read-aloud recommendations by Fountas and Pinnell.

Now that I have completed my capstone project, I have a greater appreciation for the essential elements of the PYP and the power of interactive read-alouds in the classroom. As I went through each of my lessons to identify and plan how I would be using the essential elements – knowledge, attitudes, skills, key concepts, and action – it

made me realize just how important they are to the integrity of the PYP curriculum framework as whole. Ideally, a PYP classroom would have these elements integrated throughout all subject areas not just during the time devoted to the unit of inquiry. For example, we have had discussions at my school on how to be more deliberate in incorporating the key concepts, or essential questions, throughout the day. Through working on this project, I have become very familiarized with the eight key concepts and what their purpose is in student learning. I have additionally become an expert on the attributes of the Learner Profile and which attitudes relate to them, which allow me to help students identify them in their own actions. I also developed a stronger knowledge of interactive read-alouds and recognize just how influential they can be for both language and concept development. This possibility of using more interactive read-alouds in my classroom is exciting. This new understanding empowers me to be an advocate for having a consistent read-aloud time in the classroom everyday as I watch my first graders engage and grow through their interactions with quality books.

Summary. The literature review provided me with the knowledge needed to create my project. I mainly focused on the IB PYP curriculum framework and Fountas and Pinnell's interactive read-aloud structure when crafting my read-aloud curriculum on the Learner Profile. After finishing my project, I have a deeper understanding of the PYP essential elements and Learner Profile that I can integrate in my teaching everyday and share with my students and colleagues. I also recognize the power of interactive read-alouds in student language and content development and will be an advocate for creating time in the day for this experience. Overall, I feel proud that I will be adding my voice to

the scholarship and would like to revisit this research in the future to learn new findings on the PYP and interactive read-alouds.

The Capstone Project

I am quite proud of my final capstone project, which consists of ten interactive read-aloud lessons using quality children's picture books to focus on each of the Learner Profile attributes. I structured the lesson template to consider the written, taught, and assessed curriculum of the PYP as well as integrate the essential elements of knowledge, skills, concepts, attitudes, and action. I also incorporate what I learned about interactive read-alouds to support the teacher in leading a successful discussion with students about a book. These elements include vocabulary in context, before reading discussion, guiding questions, after reading discussion, and an assessment. The lesson plan is in a teacher-friendly format and that guides the teacher but still allows for flexibility given the nature of interactive read-alouds.

These lessons are created to help the PYP teacher help students understand the Learner Profile as well as develop language and critical thinking skills. As the lessons are created with the IB curriculum framework in mind, teachers trained in the PYP will find the essential elements especially useful. The fundamental purpose of these read-alouds is to deepen understanding of the Learner Profile. I deliberately define the focused attribute at the beginning of the lesson by having the teacher give a personal example and telling students to look for the attribute throughout the story. During the read-aloud, the teacher anticipates that students will make connections to the focus attribute. At the end, the teacher asks the students to explain where they saw the attribute by giving examples from the story and show their learning through an assessment activity. These lessons

encourage students to think critically about a story and engage in higher-level conversations to support their understanding of the Learner Profile as well as prepare them for academic success. In my lessons, I provide many guiding questions that could be used for each page of the story but advise the teacher to be mindful of their students' inquiry and choose questions that would be the most meaningful for the discussion, which aligns with the PYP model of inquiry learning and encourage academic conversation. Students would naturally be developing and strengthening their English language skills and reading comprehension in this setting through modes of interaction such as partner share, whole-group discussion, kinesthetic response, and think-alouds. Having already implemented some of these lessons in my own classroom, I have witnessed high engagement and higher-level thinking from my students. These continued experiences will help students develop a stronger connection to the books they're reading and the Learner Profile while developing critical thinking skills.

While my project has many benefits, it still has some limitations that teachers would need to consider. The first limitation is that my curriculum is intentionally designed for K-2 teachers and students in the PYP. Teachers in the upper grades may need to find more age-appropriate books to engage students while using the same lesson template. General classroom teachers still could certainly use these lessons for character education aligned with the Common Core State Standards for ELA but may find the format and language used too specific to the PYP. Another limitation is that I expect the teacher who uses this curriculum to be intuitive and adaptable to the unique needs of their students. Ascribing to the PYP teaching philosophy, I believe teachers have the best understanding of their students and should have the flexibility to create curriculum that

fits their interests. Accordingly, my lessons do not assign a particular mode of interaction to certain guiding questions, which could frustrate an inexperienced or a rigid teacher. Although my lesson format is easy to read, a teacher who uses this would need to familiarize themselves first with the structure of the interactive read-aloud and be aware of the concept that it would be impossible to ask every guiding question provided in the lesson. A teacher would need adequate time for the interactive read-aloud of at least 30-60 minutes to allow for thoughtful discussion and assessment. When working with younger students, it is especially important to consider how long students can focus on a task before needing a break. A teacher may need to limit the number of guiding questions they ask, incorporate some movement breaks during the activity, or break up the read-aloud into different sessions.

Summary. My capstone project was successful as it meets my goal of creating an interactive read-aloud curriculum to help younger students in the PYP understand the Learner Profile. These lessons will help teachers guide students to identify and appreciate the different attributes of the Learner Profile. The engaging conversations students will have about the book will develop their English language, reading comprehension, and critical thinking skills that will set them up for academic success. This project however is intended for K-2 teachers and students in the PYP and may pose limitations for the upper grades and those who are not in a PYP school. Teachers who use this curriculum need to be open-minded and responsive to the needs of their students as well as skilled in judging how much time they should dedicate to discussion and assessment. Interactive read-alouds take much more time than a regular read-aloud and teachers need to dedicate at least 30 minutes to implement a lesson while considering their students' stamina. These

experiences however will be incredibly meaningful to students and can allow educators like myself to use the methods used in this curriculum in future projects.

Beyond the Capstone Project

I thoroughly enjoyed creating my capstone project and certainly see myself using my lesson template for other books that not only relate to the Learner Profile but other areas such as language arts or the unit of inquiry. As the template is IB specific, any educator in the PYP worldwide could use this lesson template for interactive read-alouds. The template could effectively also be used for any kind of lesson used in the PYP by modifying the taught curriculum portion (“How best will we learn?”) to the fit the objectives of another subject area. Although it does take more time to go through and elaborate on the essential elements in the written curriculum portion (“What do we want to learn?”), it would be valuable for PYP teachers to use this template on occasion to reflect on whether and how their teaching is aligned with the goals of the PYP curriculum. This experience would be especially beneficial to schools that are working towards IB authorization or wishing to further implement the PYP standards and practices. This lesson template will be invaluable to me as a PYP educator in the years to come and I hope my colleagues will see the benefits of using it too. I also would like to keep researching and reading more children’s books and add to my bibliography of selected books that relate to the Learner Profile. I especially would like to read newly published titles that others may not be aware of yet. A future project could be making this list current and available to others by publishing it on a website or blog along with my lessons plans, which could include digital resources like songs, videos, and digital versions of the stories.

I do have some recommendations for others who wish to create a similar project. For those interested in read-alouds, I would recommend spending a decent amount of time researching books and finding booklists that fit the needs of the proposed curriculum. I was initially overwhelmed by the amount of quality children's literature available that I did not know where to begin for my project. I used websites specific to the PYP Learner Profile such as <http://pyplibrary.wikispaces.com/> and PYP booklists to narrow down the books I used in my own curriculum. If someone were interested in creating another project using the PYP curriculum framework, I would recommend reading *Making the PYP happen: A curriculum framework for international primary education* (2009) and other official publications from the IB. It would also be helpful to attend official PYP workshops for educators that focus on its standards and practices.

On a personal level, I will absolutely be using my project with my own students. At the time of finishing this capstone, I have already used my lessons on caring, open-minded, and principled with my first graders. They have responded positively to these experiences, which I have video recorded for reflection purposes. As I watched my lesson on open-minded using the book *Same, Same but Different* by Jenny Sue Kostecki-Shaw (2011), I can see my students' enthusiasm as they responded to questions by eagerly raising their hands, showing connections with a non-verbal gesture, and turning to talk to their partner with such determination and passion. It brings a smile to my face to see my first graders so excited to acquire new knowledge such as how postage stamps work and why people use easels to write and draw. Although this lesson was effective, I also realized it took us nearly an hour to get through a book that would normally take 5 minutes to read because we were having great conversations about its content and

message. I am astounded by my first graders' ability to stay engaged and focused throughout that experience but it was a bit overwhelming, even for me. As mentioned earlier in this chapter, it is important for the teacher to be aware of their students' needs while providing time for a meaningful interactive read-aloud experience. When I implement the other lessons from my curriculum, I will be much more thoughtful of how much time we are spending on a book by regulating the number of questions I ask and incorporating more opportunities for movement such as kinesthetic responses or wiggle breaks to refresh and refocus. I may also break a lesson into two sessions, depending on how much time I can allow for the read-aloud and the length of the book, or do the before reading discussion or assessment activity at another part of the day. I am however looking forward to seeing my students learn and grow from the curriculum I created.

Summary. I can use my project to either extend my resources on the Learner Profile by creating more interactive read-aloud lessons and creating a updated list of books teachers could use to teach the different attributes. Others could use and adapt my lesson template to reflect on their implementation of the PYP essential elements in their teaching. I would recommend that if others wish to create a read-aloud curriculum or another project using the PYP curriculum framework, they should take the time to research the books they wish to use or become familiar with the PYP through official IB resources. As I use the lessons I have created in my capstone project, I will be more aware of the time spent on a lesson and the developmental needs of my first graders by incorporating breaks and movement throughout the lesson. I am pleased with this experience and have already been using my project with my own students with great success.

Conclusion

I valued my capstone journey and realized the power of the PYP curriculum framework and the use of interactive read-alouds for language and content development. I was invigorated by the research and writing process and discovered that I too am a lifelong learner and can serve as a role model to my students. Through my literature review, I became much more knowledgeable of the PYP essential elements, Learner Profile, and interactive read-alouds that I can be a resource as well as an advocate for devoting time to read-alouds in the classroom. My colleagues and other teachers in the PYP worldwide can use my project to develop student understanding of the Learner Profile as well as create their own lessons using the PYP essential elements. There are some limitations to my project such as the lessons requiring a substantial amount of time to implement and they are designed specifically for PYP educators who are adaptive and cognizant of student inquiry. I am very proud of my curriculum and have already started using it in my own classroom. I cannot wait to see how my first graders will not only grow in their understanding of the Learner Profile by the end of the school year but also embody these attributes throughout their journey in the PYP and beyond!

BIBLIOGRAPHY

- Barrentine, S. J. (1996). Engaging with reading through interactive read-alouds. *Reading Teacher*, 5036-43.
- Beck, I. L., & McKeown, M. G. (2001). Text talk: capturing the benefits of read-aloud experiences for young children. *Reading Teacher*, 55(1), 10-20.
- Benninga, J. S., Berkowitz, M. W., & Kuehn, P. (2006). Character and Academics: What Good Schools Do. *Phi Delta Kappan*, 87(6), 448-452.
- Berkowitz, M. W., & Grych, J. H. (2000). Early Character Development and Education. *Early Education & Development*, 11(1), 55-72.
- Berkowitz, M. W., & Bier, M. C. (2006). *What Works in Character Education: A research-driven guide for educators*. Washington D.C.: Character Education Partnership. Retrieved from <https://characterandcitizenship.org/resources-title/educators>
- Brooks, B. 1., & Kann, M. E. (1993). What makes character education programs work?. *Educational Leadership*, 5119-21.
- Calkins, L. M. (2001). *The Art of Teaching Reading* (1st ed.). New York: NY: Longman.
- Character.org. (2010). *Eleven Principles of Effective Character Education*. Retrieved from http://www.character.org/uploads/PDFs/ElevenPrinciples_new2010.pdf.
- Character.org. (2015). *2015 Annual Report*. Retrieved from <http://character.org/about/annual-report/>.
- Ellenwood, S. (2006). Revisiting Character Education: From McGuffey to Narratives. *Journal Of Education*, 187(3), 21-43.

- Fien, H., Santoro, L., Baker, S. K., Park, Y., Chard, D. J., Williams, S., & Haria, P. (2011). Enhancing Teacher Read Alouds With Small-Group Vocabulary Instruction for Students With Low Vocabulary in First-Grade Classrooms. *School Psychology Review, 40*(2), 307-318.
- Fountas, I., & Pinnell, G. (2006). *Teaching for comprehending and fluency : Thinking, talking, and writing about reading, K-8*. Portsmouth, NH: Heinemann.
- Fox, M. (2013). What Next in the Read-Aloud Battle?: Win or Lose?. *Reading Teacher, 67*(1), 4-8.
- Freeman, G. (2014). The Implementation of Character Education and Children's Literature to Teach Bullying Characteristics and Prevention Strategies to Preschool Children: An Action Research Project. *Early Childhood Education Journal, 42*(5), 305-316. doi:10.1007/s10643-013-0614-5
- Gilfillan, D. (2011). International Baccalaureate Programme Pre-K-3—A School Librarian's Experience. *School Library Monthly, 27*(5), 22-23.
- Giroir, S., Grimaldo, L., Vaughn, S., & Roberts, G. (2015). Interactive Read - Alouds for English Learners in the Elementary Grades. *Reading Teacher, 68*(8), 639-648.
- Grinder, Michael. (1996). *ENVoY: Your Personal Guide to Classroom Management* (3rd ed.). Battle Ground, WA: Michael Grinder & Associates.
- Hansen, J. (2015). Learning to Be “Good”. *Teaching Tolerance (49)*, 24-27. Retrieved from <http://www.tolerance.org/magazine/number-49-spring-2015/feature/learning-be-good>.
- Helterbran, V. R. (2009). The Big Red Picture Book of Global Citizenship. *Kappa Delta Pi Record, 45*(2), 69-73.

- Hill, I. (2012). An international model of world-class education: The international baccalaureate. *Prospects (00331538)*, 42(3), 341-359. doi:10.1007/s11125-012-9243-9
- Hyerle, D. N. (2011). *Student Successes with Thinking Maps: School-Based Research, Results, and Models for Achievement Using Visual Tools*. Thousand Oaks, CA: Corwin.
- International Baccalaureate (IB). (2009). *Making the PYP happen: A curriculum framework for international primary education*. Cardiff, Wales: Author.
- International Baccalaureate (IB). (2012). *The IB Primary Years Programme*. Retrieved from <http://www.ibo.org/globalassets/digital-toolkit/brochures/pyp-programme-brochure-en.pdf>
- International Baccalaureate (IB). (2013a). *IB learner profile*. Retrieved from <http://www.ibo.org/globalassets/digital-toolkit/flyers-and-artworks/learner-profile-en.pdf>
- International Baccalaureate (IB). (2013b). *What is an IB education?* Cardiff, Wales: Author. Retrieved from: <http://www.ibo.org/globalassets/digital-toolkit/brochures/what-is-an-ib-education-en.pdf>
- International Baccalaureate (IB), (2015a). *The Diploma Programme*. Retrieved from <http://www.ibo.org/globalassets/digital-toolkit/brochures/1511-dp-brochure-en.pdf>.
- International Baccalaureate (IB). (2015b). *Education for a better world*. Retrieved from <http://www.ibo.org/globalassets/digital-toolkit/brochures/corporate-brochure-en.pdf>

- International Baccalaureate (IB). (2015c). *The IB: an historical perspective*. Retrieved from <http://www.ibo.org/globalassets/digital-toolkit/presentations/1503-presentation-historyoftheib-en.pdf>
- International Baccalaureate (IB). (2015-2017). *How to become an IB World School*. Retrieved from www.ibo.org/become-an-ib-school/how-to-become-an-ib-school/.
- International Baccalaureate (IB). (2016a). *The Career-related Programme at a glance*. Retrieved from <http://www.ibo.org/globalassets/digital-toolkit/brochures/1701-cp-at-a-glance-en.pdf>.
- International Baccalaureate (IB). (2016b). *The IB Primary Years Programme at a glance*. Retrieved from <http://www.ibo.org/globalassets/digital-toolkit/brochures/1703-pyp-at-a-glance-en.pdf>
- International Baccalaureate (IB). (2017). *Mission*. Retrieved from <http://www.ibo.org/about-the-ib/mission/>.
- Iskan, C. D. (2015). Views on values education: from teacher candidates to experienced teachers. *Education*, 136(2), 192-210.
- Jonas, M. E. (2016). Plato's Anti-Kohlbergian Program for Moral Education. *Journal Of Philosophy Of Education*, 50(2), 205-217.
- Lash, M., Monobe, G., Kursun Koptur, D. U., & Black, F. V. (2016). Seven wonders of the early childhood world. *Childhood Education*, 92(3), 236-246.
doi:10.1080/00094056.2016.1180904
- Leming, J. S. (2000). Tell Me a Story: an evaluation of a literature-based character education programme. *Journal Of Moral Education*, 29(4), 413-427.

- Lennox, S. S. (2013). Interactive Read-Alouds-An Avenue for Enhancing Children's Language for Thinking and Understanding: A Review of Recent Research. *Early Childhood Education Journal*, 41(5), 381-389.
- Lewis, S. V., Robinson, E. H., & Hayes, B. G. (2011). Implementing an authentic character education curriculum. *Childhood Education*, 87(4), 227-231.
- Lickona, T. (1993). The Return of Character Education. *Educational Leadership* (51), 6-11.
- Lickona, T. (1996). Eleven principles of effective character education. *Journal Of Moral Education*, 25(1), 93.
- Lintner, T. t. (2011). Using 'Exceptional' Children's Literature to Promote Character Education in Elementary Social Studies Classrooms. *Social Studies*, 102(5), 200-203.
- Lovat, T., & Clement, N. (2008). Quality teaching and values education: coalescing for effective learning. *Journal of Moral Education*, 37(1), 1-16.
- Macioci, B. (2013). The Virtue Project: Promoting a Culture of Civic Virtue in Our Schools. *Independent School*, 72(2), 60-66.
- Mattix Foster, A. A. 1., & Daly, K. (2016). Focus on elementary: Creating global citizens: Using attitudes and action to teach character education. *Childhood Education*, 92(1), 80-85. doi:10.1080/00094056.2016.1134251
- McMillan, M., & Gentile, L. (1988). Commentary: Children's Literature: Teaching Critical Thinking and Ethics. *The Reading Teacher*, 41(9), 876-878. Retrieved from <http://www.jstor.org.ezproxy.hamline.edu:2048/stable/20199959>

- Mikul, L. L. (2015). *How Do Interactive Read-Alouds Promote Engagement and Oral Language Development in Kindergarten* (Masters capstone). Retrieved from Hamline School of Education Student Capstones and Dissertations. (Paper 116).
- Miller, C. P. (2010). *Before They Read: Teaching Language and Literacy Development through Conversations, Interactive Read-Alouds, and Listening Games*. Online Submission.
- Owens, W. T., & Nowell, L. S. (2001). More Than Just Pictures: Using Picture Story Book to Broaden Young Learners' Social Consciousness. *Social Studies*, 92(1), 33.
- Pearson, Q. M., & Nicholson, J. I. (2000). Comprehensive Character Education in the Elementary School: Strategies for Administrators, Teachers, and Counselors. *Journal Of Humanistic Counseling, Education & Development*, 38(4), 243.
- Phillips, D. C. (2014). Values Education. In *The sage encyclopedia of Educational Theory and Philosophy* (pp. 836-838). Thousand Oaks, CA: SAGE Publications Ltd. doi: 10.4135/9781483346229.n343
- Pinnell, G., & Fountas, I. (2011). *The continuum of literacy learning, grades PreK-8 : A guide to teaching* (2nd ed.). Portsmouth, NH: Heinemann.
- Sanderse, W. (2013). The meaning of role modelling in moral and character education. *Journal Of Moral Education*, 42(1), 28-42.
doi:10.1080/03057240.2012.690727

- Scarlett, W. (2014). Character education. In *The sage encyclopedia of classroom management* (pp. 129-131). Thousand Oaks, CA: SAGE Publications Ltd. doi: 10.4135/9781483346243.n54
- Shields, D. L. (2011). Character as the Aim of Education. *Phi Delta Kappan*, 92(6), 48-53.
- Singer, M. J. (2010). Character education, Dr Seuss and Te Whāriki: A likely combination. *Australasian Journal Of Early Childhood*, 35(2), 43-53.
- Singh, G. R. (2001). How character education helps students grow. *Educational Leadership*, 59(2), 46-49.
- Singh, N. (2002). Becoming international. *Educational Leadership*, 60(2), 56-60.
- Skirrow, I. (2003). Making it happen: An indispensable elementary library program. *Knowledge Quest*, 31(5), 19-23.
- Strachan, S. S. (2015). Kindergarten students' social studies and content literacy learning from interactive read-alouds. *Journal Of Social Studies Research*, 39(4), 207-223.
- Stephens, C. G. (2004). *Picture This: Using Picture Story Books for Character Education in the Classroom*. Westport, CT: Libraries Unlimited.
- Tate, N. N. (2013). International Education in a Post-Enlightenment world. *Educational Review*, 65(3), 253-266.
- Walker, G. (2004). International Education and the International Baccalaureate. *Phi Delta Kappa Fastbacks*, (522), 7-34.
- Wiseman, A. a. (2011). Interactive Read Alouds: Teachers and Students Constructing Knowledge and Literacy Together. *Early Childhood Education Journal*, 38(6), 431-438.

- Worthy, J. w., Chamberlain, K., Peterson, K., Sharp, C., & Shih, P. (2012). The Importance of Read-Aloud and Dialogue in an Era of Narrowed Curriculum: An Examination of Literature Discussions in a Second-Grade Classroom. *Literacy Research & Instruction, 51*(4), 308-322.
- Zeece, P. D. (2000). Supporting children's social cognitive development: literature choices that make a difference. *Early Childhood Education Journal, 27*(4), 239-242.
- Zwiers, J. & Crawford, M. (2011). *Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understandings*. Portland, ME: Stenhouse Publishers.

APPENDIX A

List of Acronyms

Acronyms

CP – Career-related Programme

DP – Diploma Programme

ENVoY – Educational Non-Verbal Yardsticks

IB – International Baccalaureate

MYP – Middle Years Programme

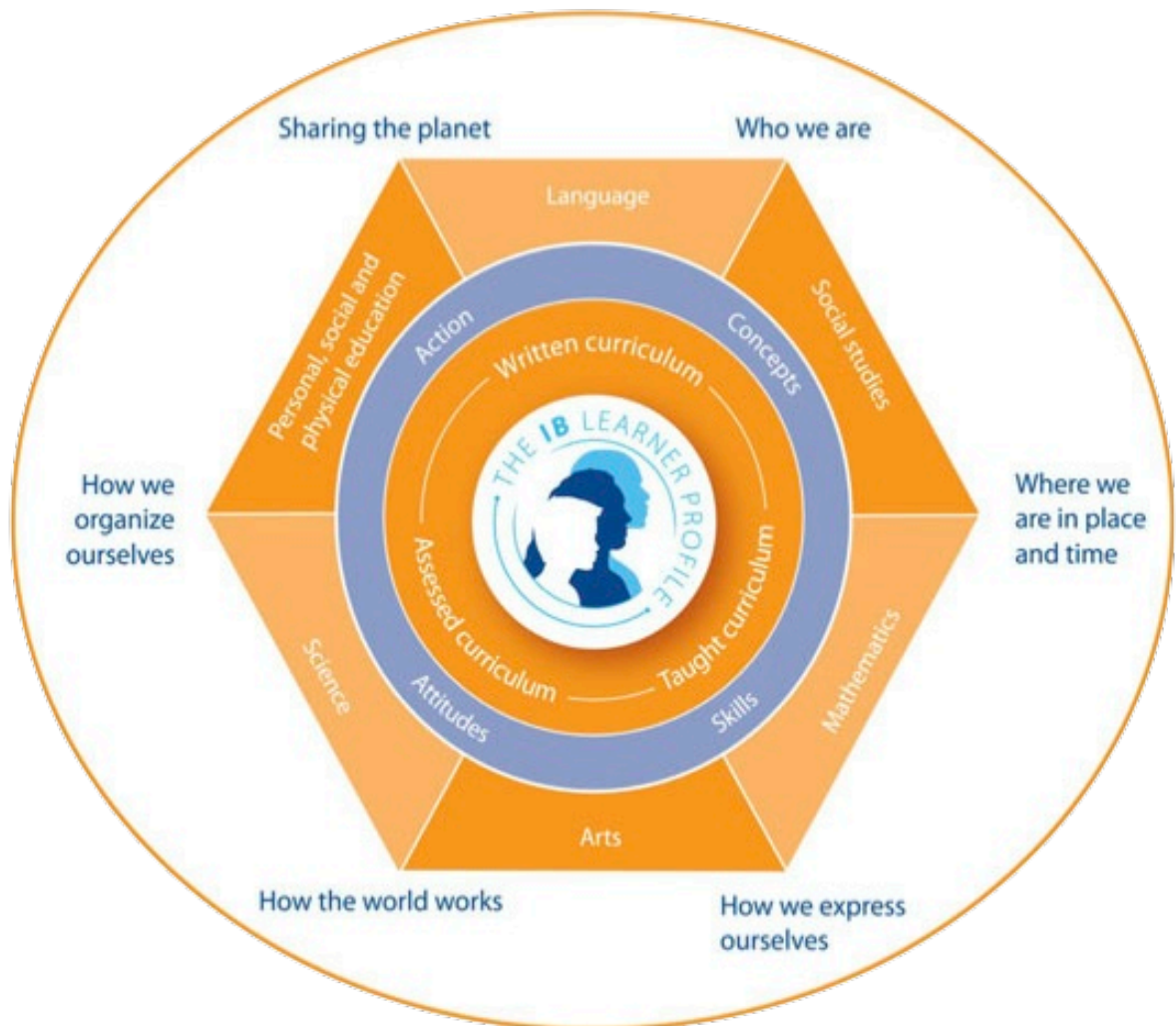
PBIS – Positive Behavior Intervention and Supports

PYP – Primary Years Programme

SIOP – Sheltered Instruction Observation Protocol

APPENDIX B

Synthesis of PYP Curriculum Framework



APPENDIX C

The Learner Profile



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<p>INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> <p>KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> <p>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p>COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p> <p>PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p>OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p> <p>CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p> <p>RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p> <p>BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p> <p>REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>
--	---

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

 International Baccalaureate®
Baccalaurat International
Bachillerato Internacional

© International Baccalaureate Organization 2013
International Baccalaureate® | Baccalaurat International® | Bachillerato Internacional®

APPENDIX D

Character Education Partnership/Character.org

Eleven Principles of Effective Character Education

Character Education Partnership / Character.org
Eleven Principles of Effective Character Education

Principle 1	The school community promotes core ethical and performance values as the foundation of good character.
Principle 2	The school defines “character” comprehensively to include thinking, feeling, and doing .
Principle 3	The school uses a comprehensive, intentional, and proactive approach to character development.
Principle 4	The school creates a caring community .
Principle 5	The school provides students with opportunities for moral action .
Principle 6	The school offers a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them to succeed.
Principle 7	The school fosters students’ self-motivation .
Principle 8	The school staff is an ethical learning community that shares responsibility for character education and adheres to the same core values that guide the students.
Principle 9	The school fosters shared leadership and long-range support of the character education initiative.
Principle 10	The school engages families and community members as partners in the character-building effort.
Principle 11	The school regularly assesses its culture and climate , the functioning of its staff as character educators, and the extent to which its students manifest good character.

APPENDIX E

Fountas and Pinnell

Interactive Read-Aloud Structure

Fountas and Pinnell <i>Interactive Read-Aloud Structure</i>	
Selection and Preparation	
Opening	
Reading Aloud <ul style="list-style-type: none">• Embedded Teaching• Text Talk	
Discussion and Self-Evaluation	
Record of Reading	
Written or Artistic Response (Optional)	

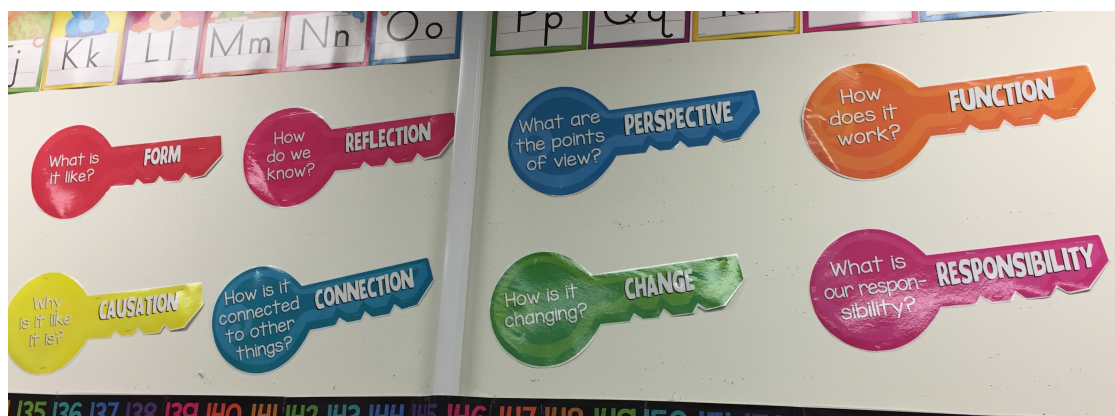
APPENDIX F

Photos of PYP Classroom

Student-created posters of the Learner Profile on display.



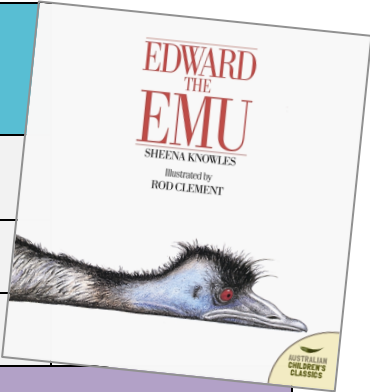
PYP Key Concepts hang on the wall for easy reference.



APPENDIX G

Learner Profile

Interactive Read-Aloud Curriculum

PYP Learner Profile Interactive Read-Aloud	
Attribute Inquirer	Book Title <i>Edward the Emu</i>
	Author Sheena Knowles
	Illustrator Rod Clement
	
What do we want to learn?	
Knowledge	
Content Objectives: Student will be able to define <u>inquirer</u> and describe how the main character is an <u>inquirer</u> from the text <i>Edward the Emu</i> .	Language Objectives: Students will be able to listen to the story to discuss ideas with a partner and the whole group. Students will be able to analyze orally the characters and examples of the story to build their understanding of certain vocabulary terms and the concept of inquirer.
Common Core State Standards - English Language Arts: Kindergarten CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.K.2 With prompting and support, identify characters, settings, and major event in a story. CCSS.ELA-Literacy.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). CCSS.ELA-Literacy.SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-Literacy.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	
Grade 1 CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade level 1 topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-Literacy.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	
Grade 2 CCSS.ELA-Literacy.RL.2.1 Ask and answer questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges. CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print of digital text to demonstrate understanding of its characters, setting, or plot. CCSS.ELA-Literacy.SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade level 2 topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-Literacy.SL.2.2 Recount or describe key details from a text read aloud or information presented orally or through other media.	

Vocabulary:

- **INQUIRER** – curious and enthusiastic about their learning
- **emu** – a large Australian bird that can't fly (p. 3)
- **seal** – a certain sea animal with fur and flippers (p. 3)
- **zookeeper** – a person who takes care of animals at the zoo (p. 5)
- **pen** – a fenced-in space where animal lives (p. 5)
- **bask** – to lie in the sun (p. 6)
- **beak** – the “nose” of bird (p. 6)
- **amusing** – funny or entertaining (p. 9)
- **roaring** – making a loud sound (p. 10)
- **sarled** – to growl and show upper teeth (p. 11)
- **den** – a lion's home (p. 11)
- **gumption** – courage (p. 12)
- **detest** – to dislike a lot (p. 13)
- **crept** – to sneak into quietly (p. 15)
- **casually** – carelessly (p. 16)
- **impressive** – amazing or awesome (p. 19)
- **reside** – to live (p. 24)
- **clamber** – to climb with some difficulty (p. 24)

Attitudes

Highlight related attitudes.

Appreciation

Commitment
Confidence
Creativity

Cooperation

Curiosity
Empathy
Enthusiasm

Independence

Integrity
Respect
Tolerance

Skills

Elaborate on the skills related to the focus Learner Profile attribute and read-aloud experience.

Thinking:

- **Acquisition of knowledge** (vocabulary, concept of inquirer)
- **Application** (demonstrate inquirer in their own lives)
- **Analysis** (discussing in detail the actions of characters)

Social:

- **Accepting responsibility** (lifelong learners should be inquirers)
- **Respecting others** (people who are inquirers respectfully learn about the world around them)
- **Cooperating** (talking with peers in both large group and partner share)

Communication:

- **Listening** (listening to story and peers to gain understanding)
- **Speaking** (sharing ideas with peers about the text and attribute of inquirer)
- **Reading** (comprehending story to gain understanding of attribute of inquirer)
- **Writing** (producing examples of inquirer)

Self-Management:

- **Codes of behavior** (applying appropriate behavior in a read-aloud discussion)
- **Informed choices** (demonstrating inquirer in daily life)

Research:

- **Formulating questions** (asking relevant questions about the text and the attribute of inquirer)

<ul style="list-style-type: none"> • Observing (using senses of sight and hearing to notice details in the story) • Interpreting data (drawing conclusions from details in the text) 	
Key Concepts	
<i>What are some the key concepts/questions that will support student understanding?</i>	
Form (What is it like?): What is an emu? What do you know about emus, seals, lions, and snakes?	
Function (How does it work?): What does a zookeeper do? How does a pen work at the zoo?	
Causation (Why is it like it is?): Why does Edward visit the other animals in the zoo? Why do lions like to sleep in high places like a tree?	
Change (How is it changing?): How did Edward's feelings of being an emu change from the beginning to the end of the story? How did Edward change each time he tried to become another animal?	
Connection (How is it connected to other things?): Have you ever been to a zoo? How is Edward's approach to inquiry related to our own experiences as learners?	
Perspective (What are the points of view?): What is Edward thinking throughout the story? What do you think the other animals are thinking when they see Edward? What do visitors at the zoo think when they see Edward impersonate other animals?	
Responsibility (What is our responsibility?): What is the zookeeper's responsibility? What is our responsibility as inquirers?	
Reflection (How do we know?): How is Edward an inquirer in this story? How are we inquirers in our own lives? How can be more of an inquirer?	
Action	
<i>What are some ways we hope students will demonstrate their learning both inside and outside the classroom?</i>	
<ul style="list-style-type: none"> • Students will be inquirers everyday in the classroom by showing enthusiasm about the things they are learning. They are confident when developing questions and seek creative ways to find answers independently or working with a peer. • Students will continue inquiry outside of the classroom by pursuing a passion project at home (i.e. research and create something to address a question/problem that was brought up in the classroom) • Students will document their questions in a journal or through a technological portfolio platform used in the classroom like Seesaw.com. 	
How best will we learn?	
Before Reading	Have you ever been to a zoo? What kinds of animals have you seen? (Have students share their experiences.) Some zoos have emus, which are large birds like ostriches that don't fly. They originally live in Australia. (Show students photo of emus and locate Australia on a map or globe.)
<i>How will you introduce the chosen Learner Profile attribute and book?</i>	
<i>What background</i>	Today we are going to read a story about a very curious emu named

	p. 10-11	<ul style="list-style-type: none"> • How could Edward be a lion? What do you think he's going to do? • What do you know about lions? Do you agree that they are "the best"? <hr/>
	p. 12-13	<ul style="list-style-type: none"> • How do you think people would react to see an emu pretending to be a lion at the zoo? Why? • Do you think Edward is enjoying being a lion? Why? • What does snarling and growling look and sound like? Can you impersonate a lion snarling and growling? <hr/>
	p. 14-15	<ul style="list-style-type: none"> • What are Edward and the lion doing in this illustration? Why do you think lions (and cats) like to sleep in high places like trees? • How do you think Edward feels when he overhears the man talking about snakes? • What do you think Edward is going to do now? Why? <hr/>
	p. 16-17	<ul style="list-style-type: none"> • How do you think Edward "crept" from the lion's den? • How could Edward be a snake? What do you think he's going to do? • What do you know about snakes? Do you agree that they are "the best"? <hr/>
	p. 18-19	<ul style="list-style-type: none"> • How could Edward "slip" around the rocks and "curl" himself up around a tree as an emu, a large bird? • What is unique about a snake that allows it to move and twist its body in certain ways? • What sound does a snake make? Can you impersonate a snake by hissing? • Do you think Edward enjoys being a snake? Why? <hr/>
	p. 20-21	<ul style="list-style-type: none"> • How do you think Edward feels when he overhears the man talking about emus? <hr/>
	p. 22-23	<ul style="list-style-type: none"> • What do you think Edward is going to do now? Why? • Do you think Edward is going to be happy now as an emu? <hr/>
	p. 24-25	<ul style="list-style-type: none"> • What do you know about emus? Do you agree that they are "the best"? What is the best animal in the zoo in your opinion? Why? • What do you think Edward is going to do as an emu again? <hr/>
	p. 26-27	<ul style="list-style-type: none"> • Oh no! There is another emu in the pen! What do you think

		<p>Edward is going to do? Can there be two emus? Why or why not?</p> <ul style="list-style-type: none">• What do you visualize in your mind when the author says Edward “clambered inside” the pen? Do you think it would be easy to climb as an emu? <hr/> <ul style="list-style-type: none">• What do you think the emus are “considering” after they meet each other? What would you do if you were Edward and you find another emu in your home?• Does Edward accept the new Emu? How do you know?• What do you think is going to happen next to Edward and Edwina the emus?
After Reading	p. 28-29	
<i>How will students summarize and reflect on their learning?</i>	<p>How was Edward an inquirer in this story?</p> <p>Edward was an inquirer by wondering what it would be like to become a different animal in the zoo. He investigated what this would be like by actually going to different animals’ habitats and spending a day with them. He enjoyed learning about how the different animals lived but discovered that he preferred being an emu.</p> <p>How can you be an inquirer? Why is it important for lifelong learners to be inquirers?</p>	
How will we know what we have learned?		
Assessment Task		Teacher Observations of Student Learning
Brainstorm with students some of the different things they are curious about. Have students share their ideas with a partner as well as the whole group. Have students write down one thing they are curious about and come up with some ways they can pursue their inquiry using the assessment template.		
Additional Notes/Reflection:		
<p>You can show photographs and videos of emus and other animals in this book to build children’s background knowledge. A great resource for animal photos is:</p> <p>National Geographic Kids. (2017). <i>Animals</i>. Retrieved from https://kids.nationalgeographic.com/animals/</p>		

Lifelong learners are **inquirers**, meaning they are curious and enthusiastic about their learning.

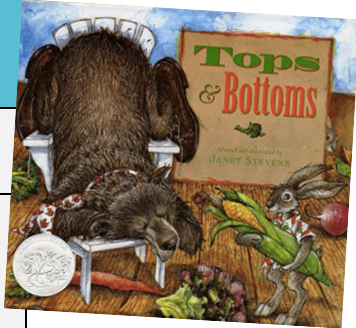


Something **I** am curious about is...

I can learn more about my inquiry by...





PYP Learner Profile Interactive Read-Aloud	
Attribute Knowledgeable	Book Title <i>Tops & Bottoms</i>
	Adapted and Illustrated by Janet Stevens
	
What do we want to learn?	
Knowledge	
Content Objectives: Student will be able to define <u>knowledgeable</u> and describe how Hare and his family are <u>knowledgeable</u> from the text <i>Tops & Bottoms</i> .	Language Objectives: Students will be able to listen to the story to discuss ideas with a partner and the whole group. Students will be able to analyze orally the characters and examples of the story to build their understanding of certain vocabulary terms and the concept of knowledgeable.
Common Core State Standards - English Language Arts: Kindergarten CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.K.2 With prompting and support, identify characters, settings, and major event in a story. CCSS.ELA-Literacy.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). CCSS.ELA-Literacy.SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-Literacy.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	
Grade 1 CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade level 1 topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-Literacy.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	
Grade 2 CCSS.ELA-Literacy.RL.2.1 Ask and answer questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges. CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print of digital text to demonstrate understanding of its characters, setting, or plot. CCSS.ELA-Literacy.SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade level 2 topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-Literacy.SL.2.2 Recount or describe key details from a text read aloud or information presented orally or through other media.	

Vocabulary:

- **KNOWLEDGEABLE** – develop and use concepts that you learned from many different subjects
- **wealth** – a large amount of money (p. 5)
- **hare** – an animal like a rabbit but larger (p. 6)
- **clever** – very smart (p. 6)
- **risky** – dangerous (p. 6)
- **tortoise** – an animal like a turtle that lives on the land (p. 6)
- **debt** – something that you owe (like money) (p. 6)
- **grunt** – a deep unhappy sound (p. 9)
- **business partner** – a person you work with to earn money (p. 9)
- **harvest** – season when crops are ready to be picked (p. 9)
- **profit** – money you earn (p. 9)
- **weeded** – pull out unnecessary plants (p. 11)
- **crops** – plants you grow (p. 12)
- **pluck** – to pull out (p. 15)
- **gather** – to bring together into a group or pile (p. 22)
- **scowl** – to make an angry face (p. 24)
- **cornstalk** – stem of a corn plant (p. 31)
- **tug** – to pull something hard (p. 31)
- **tassels** – the threadlike top of a corn plant that produces pollen and helps the corn grow (p. 31)
- **holler** – to shout (p. 33)

Attitudes

Highlight related attitudes.

Appreciation
Commitment
Confidence
 Creativity

Cooperation
 Curiosity
 Empathy
 Enthusiasm

Independence
Integrity
 Respect
 Tolerance

Skills

Elaborate on the skills related to the focus Learner Profile attribute and read-aloud experience.

Thinking:

- **Acquisition of knowledge** (vocabulary, concept of knowledgeable)
- **Application** (demonstrate knowledgeable in their own lives)
- **Analysis** (discussing in detail the actions of characters)

Social:

- **Accepting responsibility** (lifelong learners should be knowledgeable)
- **Respecting others** (people who are knowledgeable use what they know to respect others)
- **Cooperating** (talking with peers in both large group and partner share)

Communication:

- **Listening** (listening to story and peers to gain understanding)
- **Speaking** (sharing ideas with peers about the text and attribute of knowledgeable)
- **Reading** (comprehending story to gain understanding of attribute of knowledgeable)
- **Writing** (producing examples of knowledgeable)

Self-Management:

- **Codes of behavior** (applying appropriate behavior in a read-aloud discussion)
- **Informed choices** (demonstrating knowledgeable in daily life)

Research:

- **Formulating questions** (asking relevant questions about the text and the attribute of knowledgeable)
- **Observing** (using senses of sight and hearing to notice details in the story)
- **Interpreting data** (drawing conclusions from details in the text)

Key Concepts

What are some the key concepts/questions that will support student understanding?

Form (What is it like?): What are different types of vegetables that you know? What is the difference between a root vegetable, leaf vegetable, and a cornstalk?

Function (How does it work?): How do plants grow? How does corn ripen?

Causation (Why is it like it is?): Why did Hare lose all his money at the beginning of the story? Why did the Bear keep losing out on Hare's deal? Why was Hare's plant successful in the end?

Change (How is it changing?): Why did the Bear change his mind about working at the end of the story? How did Hare's family life change from the beginning to the end of the story?

Connection (How is it connected to other things?): What do you know about vegetables and gardening? Do you know the Tortoise and the Hare story referenced at the beginning of this book? How can you use what you learned in the book in your own life?

Perspective (What are the points of view?): What was Bear thinking as Hare was working? What was Hare thinking throughout his plan?

Responsibility (What is our responsibility?): Why does Hare need to earn money? Why should Bear take more responsibility in his business partnership?

Reflection (How do we know?): How was Hare knowledgeable in this story? How are you knowledgeable? How can you become even more knowledgeable?

Action

What are some ways we hope students will demonstrate their learning both inside and outside the classroom?

- Students will apply the concepts that they've learned in all disciplines to problem solve and make connections to the read world
- Students will create a project on their own to extend on something they've learned in the classroom and share their knowledge with peers

How best will we learn?

Before Reading

How will you introduce the chosen Learner Profile attribute and book?

What background knowledge is needed to support understanding?

What are some different types of vegetables that you know?

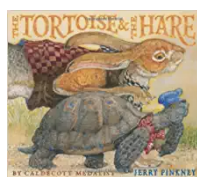
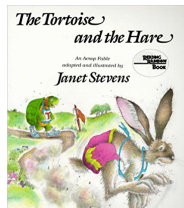
(Have students list some vegetables.)

Today we will read a story a Hare and Bear who start a gardening business. We will focus on our Learner Profile attribute knowledgeable. When someone is knowledgeable, they develop and use concepts that they've learned from many different subjects

(Give a personal example that is relatable to the students. *I am*

	<p><i>knowledgeable when I am cooking in the kitchen. I use many different things that I've learned over the years to make something like a cake. I have to use my knowledge of reading to read the recipe. I have to use my knowledge of math to measure out the ingredients and time how long the cake is in the oven. I have to use my knowledge of spatial awareness to make sure I have enough room to pull my cake out of the oven without hitting anyone or getting burned!)</i></p> <p>Introduce book <i>Tops and Bottoms</i> adapted and illustrated by Janet Stevens. You can explain that this story is based off of real European folktales and American stories from the South that have lots of tricky and clever animals.</p> <p>When we read our story today, I want you to think about think about how Hare is knowledgeable and how he uses what he knows about vegetables to become successful.</p>	
During Reading	<p>Note: The published version of this book is not paginated. The first page with story text will be referred to as page 5.</p>	
<p><i>What guiding questions will help students develop understanding of the focus Learner Profile attribute?</i></p> <p><i>These guiding questions, along with the key concept questions above, can have the following formats:</i></p> <ul style="list-style-type: none"> • Whole group discussion • Partner share • Kinesthetic Response • Teacher think-aloud <p><i>The interactive read-aloud should be an authentic conversation between the teacher and the students about the text and focus Learner Profile attribute. The teacher should be responsive to the needs and inquiry of their students throughout this experience.</i></p>	<p>p. 5</p> <ul style="list-style-type: none"> • What is the difference between the lazy bear and his hardworking father? • Why is Bear just able to sleep all day and not do any work? Do you think this is a smart choice? <hr/> <p>p. 6-7</p> <ul style="list-style-type: none"> • What do you know about the story of tortoise and the hare? What was the bet that the author is referring to? (Tortoise beats the hare in a race.) • Why are Hare's children hungry? • What do you think Hare and Mrs. Hare's plan will be? <hr/> <p>p. 8-9</p> <ul style="list-style-type: none"> • What is a business partner? What do business partners do? • What is Hare's plan? Can you describe or paraphrase it in your words? • Do you think Hare's plan will work? Why or why not? • What do you think the Hare means by "top half" or "bottom half"? <hr/> <p>p. 10-11</p> <ul style="list-style-type: none"> • What is happening on these pages? What do you notice the Hare family doing? • What does it mean to plant, water, and weed? Why is that important to grow crops? • Do you think the crops will grow? <hr/> <p>p. 12-13</p> <ul style="list-style-type: none"> • What do you think is the "tops" and "bottoms"? <hr/> <p>p. 14-15</p> <ul style="list-style-type: none"> • What is happening on these pages? • What are the "tops"? What are the "bottoms"? <hr/>	

	p. 16-17	<ul style="list-style-type: none"> • How did Hare trick Bear? Who got the better part of the deal? Why? • Carrots, radishes, and beets are types of <u>root vegetables</u>. The part you eat is the root, which grows underground. Hare is keeping the roots; Bear is getting the leafy green tops. <hr/>
	p. 18-19	<ul style="list-style-type: none"> • What is the plant that the Hare family is weeding? Why do gardeners need to weed out certain plants? Why is that important to growing crops? <hr/>
	p. 20-21	<ul style="list-style-type: none"> • Bear is getting the bottoms this time. Do you think that he is going to get the better deal? <hr/>
	p. 22-23	<ul style="list-style-type: none"> • What is happening on these pages? • What are the “tops”? What are the “bottoms”? <hr/>
	p. 24-25	<ul style="list-style-type: none"> • How did the Hare trick Bear? Who got the better part of the deal? Why? • Lettuce, broccoli, and celery are <u>leaf vegetables</u>. The part you eat is the leafy part that grows above the ground. Hare is keeping the leafy green tops; Bear is getting the roots. <hr/>
	p. 26-27	<ul style="list-style-type: none"> • Do you think Bear is going to get the better deal now that he’s going to get both the tops and bottoms this time? • Why do you think Bear is still not choosing to help the Hare family? <hr/>
	p. 30-31	<ul style="list-style-type: none"> • What is happening on these pages? • What are the “tops”? What are the “bottoms”? • What part does Hare get to keep? Why is the “middle” the best part? <hr/>
	p. 32-33	<ul style="list-style-type: none"> • Corn is special type of vegetable that grows in stalks. Corn is planted in large fields and can grow very tall. The corn tassels are the “tops”, they produce pollen and help the corn to grow. The roots help bring water into the corn plant. The middle, or ear, of the corn is the part we eat. • How do you prefer to eat corn? Do you like to eat corn right on the cob, in kernels, or maybe popped? <hr/>
	p. 34-35	<ul style="list-style-type: none"> • How do you think the Bear is feeling now that he has to work? Why? • How is the Hare family feeling now? Was their plan

		ultimately successful? Why?
After Reading	How was Hare knowledgeable in this story? How did he use what he knew about vegetables to become successful in his plan?	
How will students summarize and reflect on their learning?	<p>Hare was knowledgeable because he used what he knew about root vegetables, leaf vegetables, and corn to get the better part of the deal he made with Bear. He knew that the best part of root vegetables grow underground, so he took the bottoms. He knew the best part of leaf vegetables grow above ground, so he took the tops. He knew the best part of corn grows in the middle, so he didn't need the tops or bottoms.</p> <p>How are you knowledgeable? How can you become more knowledgeable? Why is it important for lifelong learners to be knowledgeable?</p>	
How will we know what we have learned?		
Assessment Task	Teacher Observations of Student Learning	
Remind students that being knowledgeable means that you develop and use concepts that you learned. Hare and his family used their knowledge of vegetables to gain profit from their crops. Tell students that they too gained knowledge of vegetables while reading this story! Have students cut and sort the different vegetable types (root, leaf, and stalk) in the assessment template provided. Ask students how they know each vegetable type.		
Additional Notes/Reflection:		
<p>To help distinguish the differences between root, leafy, and stalk vegetables, you can bring in real examples for children to observe, touch, and discuss.</p> <p>It may be nice to read the fable “The Tortoise and the Hare” on a previous day so that children have the background knowledge of why the Hare in this story was “in debt” at the beginning of this story. Some versions of that story you can consider:</p>		
	Pinkney, J. (2013). <i>The Tortoise & the Hare</i> . New York, NY: Little, Brown Books for Young Readers.	
	Stevens, J. (1984). <i>The Tortoise and the Hare: An Aesop Fable</i> . New York, NY: Holiday House.	

Lifelong Learners are
KNOWLEDGEABLE,
meaning they develop
and use concepts that
they learn.



Demonstrate your **knowledge** of vegetables that you learned from this story. Cut and sort the different vegetables by their types.

Root Vegetables

(We eat the bottoms.)

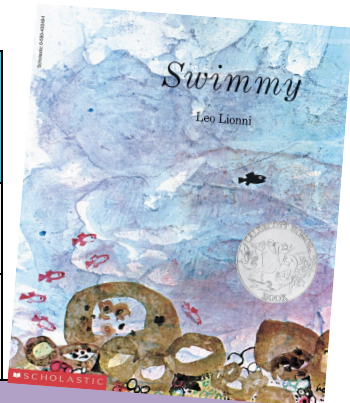
Leaf Vegetables

(We eat the tops.)

Stalk Vegetable

(We eat the middles.)



PYP Learner Profile Interactive Read-Aloud	
Attribute Thinker	Book Title <i>Swimmy</i>
	Author & Illustrator Leo Lionni
	
What do we want to learn?	
Knowledge	
Content Objectives: Student will be able to define <u>thinker</u> and describe how the main character demonstrates this attribute in the story <i>Swimmy</i> .	Language Objectives: Students will be able to listen to the story to discuss ideas with a partner and the whole group. Students will be able to analyze the main character's action to develop their understanding of certain vocabulary terms and the concept of thinker.
Common Core State Standards - English Language Arts: Kindergarten CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.K.2 With prompting and support, identify characters, settings, and major event in a story. CCSS.ELA-Literacy.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). CCSS.ELA-Literacy.SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-Literacy.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	
Grade 1 CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade level 1 topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-Literacy.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	
Grade 2 CCSS.ELA-Literacy.RL.2.1 Ask and answer questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges. CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. CCSS.ELA-Literacy.SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade level 2 topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-Literacy.SL.2.2 Recount or describe key details from a text read aloud or information presented orally or through other media.	

Vocabulary: <ul style="list-style-type: none"> • THINKER – uses critical and creative thinking to solve problems • school - a group of fish (p. 2) • mussel – sea creature that has shell and is attached to rocks (p. 2) • swift – very fast (p. 5) • fierce – very strong (p. 5) • dart – move very quickly (p. 5) • escape – get away (p. 5) • deep – very far down (p. 6) • marvel – something awesome (p. 8) • medusa – jellyfish (p. 8) • lobster – sea creature that has a long tail and claws (p. 11) • invisible – not able to be seen (p. 12) • thread – a thin string (p. 12) • seaweed – plant that grows in the ocean (p.15) • sugar-candy – special kind of candy that looks like rocks (p.15) • eel – sea creature that is very long,, like a snake (p. 17) • sea anemones – brightly-colored sea creature that has long tentacles (p. 18) • palm tree – a certain tree with large leaves that grows in very hot places (p. 18) 		
Attitudes		
<i>Highlight related attitudes.</i>		
Appreciation Commitment Confidence Creativity	Cooperation Curiosity Empathy Enthusiasm	Independence Integrity Respect Tolerance
Skills		
<i>Elaborate on the skills related to the focus Learner Profile attribute and read-aloud experience.</i>		
Thinking: <ul style="list-style-type: none"> • Acquisition of knowledge (vocabulary, concept of thinker) • Application (demonstrate being a thinker in their own lives) • Analysis (discussing in detail the actions of characters) 		
Social: <ul style="list-style-type: none"> • Accepting responsibility (lifelong learners should be thinkers) • Respecting others (people who are thinkers respect themselves and others) • Cooperating (talking with peers in both large group and partner share) 		
Communication: <ul style="list-style-type: none"> • Listening (listening to story and peers to gain understanding) • Speaking (sharing ideas with peers about the text and attribute of thinker) • Reading (comprehending story to gain understanding of attribute of thinker) • Writing (producing examples of being a thinker) 		
Self-Management: <ul style="list-style-type: none"> • Codes of behavior (applying appropriate behavior in a read-aloud discussion) • Informed choices (demonstrating being a thinker in daily life) 		
Research:		

<ul style="list-style-type: none"> • Formulating questions (asking relevant questions about the text and the attribute of being a thinker) • Observing (using senses of sight and hearing to notice details in the story) <p>Interpreting data (drawing conclusions from details in the text)</p>	
Key Concepts	
<p><i>What are some the key concepts/questions that will support student understanding?</i></p> <p>Form (What is it like?): What are the other “marvels” like, such as the medusa, lobster, and sea anemones? What do Swimmy and the other fish emulate to scare away the big fish?</p> <p>Function (How does it work?): How does a simile work in this story? How does Swimmy’s plan work at the end of the story?</p> <p>Causation (Why is it like it is?): Why is Swimmy sad at the beginning of the story? Why are the little fish scared to leave the rocks and the weeds?</p> <p>Change (How is it changing?): How does Swimmy’s perception of the sea change throughout the story? How does Swimmy convince the little fish to change their minds about being scared?</p> <p>Connection (How is it connected to other things?): When have you been a thinker? Have you ever been scared of something before and had to problem-solve to face your fears?</p> <p>Perspective (What are the points of view?): How does Swimmy see the ocean before and after meeting all the other sea creatures? What does the big fish think he’s seeing when he meets the school of fish at the end of the story?</p> <p>Responsibility (What is our responsibility?): What responsibilities does Swimmy have in this story? What responsibilities do you have as a first-grade thinker?</p> <p>Reflection (How do we know?): How was Swimmy a thinker in this story? How are you a thinker? How can you become more of a thinker in the classroom?</p>	
Action	
<p><i>What are some ways we hope students will demonstrate their learning both inside and outside the classroom?</i></p> <ul style="list-style-type: none"> • Students will be more aware of their critical and creative thinking skills when solving problems inside and outside the classroom • Students will come up with ways on their own how to solve big problems, such as at home with siblings or on the playground at recess 	
How best will we learn?	
Before Reading	<p>Today we are going to read a story that focuses on our Learner Profile attribute of thinker. A thinker is someone who uses creative and critical thinking to solve a problem.</p> <p>(Give a personal example that is relateable to the students: “I was a thinker when I spilled coffee on my shirt this morning. I first had to think critically about what I needed to do first to fix the problem, which was get a paper towel quickly so that I can stop the coffee from spilling even more and clean up the mess I made. Then I needed to be creative to cover up the big stain on my shirt. I remembered that I brought a sweater and decided to put that on so that I don’t get embarrassed! I can think of different ways to help</p>
<p><i>How will you introduce the chosen Learner Profile attribute and book?</i></p> <p><i>What background knowledge is needed to support understanding?</i></p>	

	<p><i>solve my problem!)</i></p> <p>When have you been a thinker? Why do you think being a thinker is important?</p> <p>Our story today is <i>Swimmy</i>. (Point out the title and author on the front cover.) This story is about a little fish named Swimmy who encounters a very big problem. When we read, I want you to think about how Swimmy is a thinker.</p>	
During Reading	<p>Note: The published version of this book is not paginated. The title page will be referred to as page 1.</p>	
<p><i>What guiding questions will help students develop understanding of the focus Learner Profile attribute?</i></p> <p><i>These guiding questions, along with the key concept questions above, can have the following formats:</i></p> <ul style="list-style-type: none"> • Whole group discussion • Partner share • Kinesthetic Response • Teacher think-aloud <p><i>The interactive read-aloud should be an authentic conversation between the teacher and the students about the text and focus Learner Profile attribute. The teacher should be responsive to the needs and inquiry of their students throughout this experience.</i></p>	<p>p. 2</p> <p>p. 5</p> <p>p. 6-7</p> <p>p. 8-9</p> <p>p. 11</p> <p>p. 12</p> <p>p. 14-15</p> <p>p. 16-17</p>	<ul style="list-style-type: none"> • What is a “school” of fish? What clues does the author/illustrator give that help you figure out what “school” means in this context? _____ • Why do you think Swimmy was able to escape? How can you support your reasoning with the text? _____ • Where do you think Swimmy is going to go? • What is going to happen to him? _____ • What is a “medusa”? What clues does the author/illustrator give that help you figure this out? • Why would seeing other “marvels” in the sea make Swimmy happen again? _____ • How would a “water-moving machine” walk like? Can you demonstrate this with your own body? _____ • What do you think the author means by “pulled by an invisible thread?” _____ • Have you ever seen/eaten sugar-candy before? What does it look like? • The author uses a <u>simile</u> to describe the rocks. A simile is a description of something using something else, like sugar-candy for rocks or invisible thread for how the fish were moving. Writers use similes to help the reader understand what something looks like. _____ • How would you describe the eel? Could you think of a simile for an eel? (<i>i.e. eel is like a long hose</i>) _____

	<p>p. 18-19</p> <ul style="list-style-type: none"> • What is the simile on this page? (<i>pink palm trees to describe the sea anemones</i>) Does this simile help you imagine what the sea anemones look like? • Would you like to experience seeing all of these sea creatures like Swimmy? Why or why not? <hr/> <p>p. 20-21</p> <ul style="list-style-type: none"> • What's the big problem on this page? Why don't the little fish want to swim and play? • Do you think Swimmy will be able to solve this problem? <hr/> <p>p. 22-23</p> <ul style="list-style-type: none"> • What do you predict Swimmy's idea is? • Do you think the other fish will follow him? Why or why not? <hr/> <p>p. 24-25</p> <ul style="list-style-type: none"> • Why is Swimmy teaching the little fish to swim together? • Has your prediction of Swimmy's idea changed? Why or why not? <hr/> <p>p. 26-27</p> <ul style="list-style-type: none"> • What was actually Swimmy's idea? • What is going to happen next to the school of little fish? <hr/> <p>p. 28-29</p> <ul style="list-style-type: none"> • Did Swimmy's idea work? How do you know? • How do you think Swimmy and the little fish are feeling? • If you were given the chance to keep writing this story, what would happen next for Swimmy and the little fish?
<p>After Reading</p> <p><i>How will students summarize and reflect on their learning?</i></p>	<p>How did Swimmy demonstrate that he was a thinker in this story?</p> <p>Swimmy was a thinker by using his creativity to solve the problem of possibly being eaten by the big tuna fish. He taught the little red fish to swim together in the form of one large fish. They tricked the big tuna fish and scared him away. We can assume that Swimmy and little fish were then able to swim, play, and see more marvels of the sea.</p> <p>How could you be a thinker in your life? What can you next time when you are faced with a big problem?</p>
<p>How will we know what we have learned?</p>	
<p>Assessment Task</p>	<p>Teacher Observations of Student Learning</p>
<p>Review how Swimmy was a thinker in the story. Present another problem that Swimmy could face during his adventures in the sea: Swimmy runs into a rainbow medusa that is so large and powerful that Swimmy can't easily swim past him.</p>	

Have students create a critical and/or creative solution to this problem on the assessment template.	
Additional Notes/Reflection:	
<p>You can show photographs or videos of the different sea creatures Swimmy encounters in this story to build children's background knowledge. A great resource for photos is:</p> <p>National Geographic Kids. (2017). <i>Animals</i>. Retrieved from https://kids.nationalgeographic.com/animals/</p>	

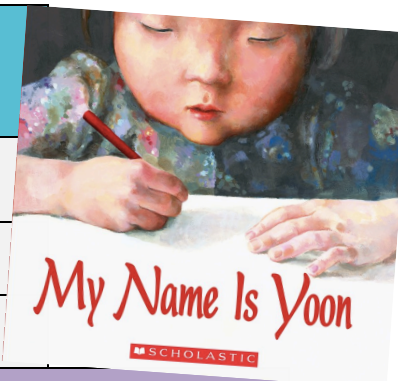
Thinkers use critical and creative thinking to solve problems.



Help Swimmy!

As Swimmy is swimming through the sea, he runs into the rainbow medusa. The medusa is so large and so powerful that Swimmy can't easily swim past him. What could Swimmy do to get past the medusa?

PYP Learner Profile Interactive Read-Aloud		
Communicator	Attribute	Book Title <i>My Name is Yoon</i>
		Author Helen Recorvits
		Illustrator Gabi Swiatkowska
What do we want to learn?		
Knowledge		
Content Objectives:		Language Objectives:
Student will be able to define <u>communicator</u> and describe how the characters are <u>communicator</u> from the text <i>My Name is Yoon</i> .		Students will be able to listen to the story to discuss ideas with a partner and the whole group.
		Students will be able to analyze orally the characters and examples of the story to build their understanding of certain vocabulary terms and the concept of communicator.
Common Core State Standards - English Language Arts:		
<p>Kindergarten</p> <p>CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RL.K.2 With prompting and support, identify characters, settings, and major event in a story.</p> <p>CCSS.ELA-Literacy.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>CCSS.ELA-Literacy.SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>CCSS.ELA-Literacy.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>		
<p>Grade 1</p> <p>CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>CCSS.ELA-Literacy.SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade level 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>CCSS.ELA-Literacy.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>		
<p>Grade 2</p> <p>CCSS.ELA-Literacy.RL.2.1 Ask and answer questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>CCSS.ELA-Literacy.SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade level 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>CCSS.ELA-Literacy.SL.2.2 Recount or describe key details from a text read aloud or information presented orally or through other media.</p>		



Vocabulary:

- **COMMUNICATOR** – expresses themselves confidently and creatively in more than one language and in many ways
- **Korea** – a country in Asia (p. 5)
- **settle** – to become comfortable in a new home (p. 6)
- **print** – to write (p. 6)
- **symbol** – a picture that represents something (p. 6)
- **wisdom** – knowledge (p. 6)
- **wrinkle** – to make a crease in the nose by frowning (p. 6)
- **alphabet** – set of letters that represent the basic sounds of a language (i.e. English, Korean) (p. 8)
- **cuddle** – to hold close and keep warm (p. 13)
- **mew** – a soft cat's meow (p. 13)
- **ponytail** – hairstyle where hair is hanging with an elastic on top or bottom of head (p. 14)
- **robin** – a type of bird with a red chest (p. 16)
- **tuck** – to hide or fold into (p. 18)
- **peek** – to look quickly (p. 20)
- **patient** – wait calmly without complaining (p. 20)
- **package** – a box that is holding something (p. 22)
- **giggle** – to laugh (p. 22)

Attitudes

Highlight related attitudes.

Appreciation

Commitment

Confidence

Creativity

Cooperation

Curiosity

Empathy

Enthusiasm

Independence

Integrity

Respect

Tolerance

Skills

Elaborate on the skills related to the focus Learner Profile attribute and read-aloud experience.

Thinking:

- **Acquisition of knowledge** (vocabulary, concept of communicator)
- **Application** (demonstrate communicator in their own lives)
- **Analysis** (discussing in detail the actions of characters)

Social:

- **Accepting responsibility** (lifelong learners should be communicators)
- **Respecting others** (people who are communicators use language respectfully to talk to others)
- **Cooperating** (talking with peers in both large group and partner share)

Communication:

- **Listening** (listening to story and peers to gain understanding)
- **Speaking** (sharing ideas with peers about the text and attribute of communicator)
- **Reading** (comprehending story to gain understanding of attribute of communicator)
- **Writing** (producing examples of communicator)

Self-Management:

- **Codes of behavior** (applying appropriate behavior in a read-aloud discussion)
- **Informed choices** (demonstrating communicator in daily life)

Research:

- **Formulating questions** (asking relevant questions about the text and the attribute of communicator)

- **Observing** (using senses of sight and hearing to notice details in the story)
- **Interpreting data** (drawing conclusions from details in the text)

Key Concepts

What are some the key concepts/questions that will support student understanding?

Form (What is it like?): What is an alphabet? What do you notice about the illustration of Yoon in the beginning/end of the book?

Function (How does it work?): How did Yoon and her family travel from Korea to the United States? How do you learn a new language?

Causation (Why is it like it is?): Why doesn't Yoon like her English name? Why does Yoon keep writing different words instead of her name?

Change (How is it changing?): How does Yoon change from the beginning to the end of the story? How does the teacher's response to Yoon change since the first day of school?

Connection (How is it connected to other things?): Have you ever learned a new language, like English? How can you relate to how Yoon is feeling?

Perspective (What are the points of view?): What is Yoon thinking when she arrives in her new school? What do Yoon's parents think of Yoon? What does the teacher think of Yoon?

Responsibility (What is our responsibility?): Why should Yoon learn how write her name? Why should Yoon learn how to speak English?

Reflection (How do we know?): Why is it important to be a communicator? How are we communicators in our own lives?

Action

What are some ways we hope students will demonstrate their learning both inside and outside the classroom?

- Students will be communicators everyday in the classroom by using oral and written language respectfully, creatively, and effectively (i.e. actively participate in partner discussions, use words and numbers to demonstrate strategies for solving math problems, and read developmentally appropriate texts fluently and expressively)
- Students will positively share words and phrases from a home language that is different than English with others
- Students will use positive language to solve conflicts with peers in the classroom and on the playground (i.e. "When you ____, it made me feel _____. I would like you to _____.")

How best will we learn?

Before Reading

How will you introduce the chosen Learner Profile attribute and book?

What background knowledge is needed to

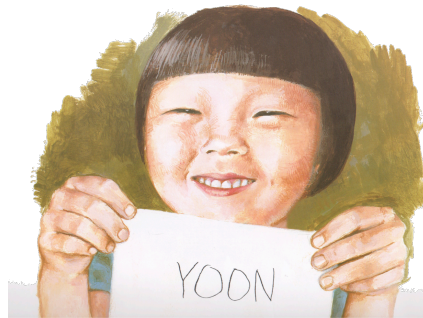
Have you ever learned a different language? Is English your second language? What is it like learning another language?
(Have students share their experiences.)

Today we will read a story about a little girl named Yoon who just moved to the United States from Korea, a country in Asia. We will focus on our Learner Profile attribute communicator. When someone is a communicator, they express themselves confidently and creatively in many different ways. Communicators can also speak different languages.

	p. 16-17	<hr/> <ul style="list-style-type: none"> • Why do you think Yoon decides to draw a bird picture for her teacher? What do you think Yoon says that her teacher might like it? • Why does Yoon write “BIRD” instead of Yoon on her paper at school? <hr/>
	p. 18-19	<ul style="list-style-type: none"> • Why does Yoon want to be “BIRD”? • Would you like to be a bird? Why or why not? <hr/>
	p. 20-21	<ul style="list-style-type: none"> • Why do you think the teacher smiles at Yoon? • What does being “patient” mean? When do you have to be patient? • Why does Yoon’s mother tell her to be patient? What do you think is going to happen next to Yoon? <hr/>
	p. 22-23	<ul style="list-style-type: none"> • Why do you think the girl with the ponytail gives Yoon a cupcake? • How do you think Yoon is feeling now? • Why does Yoon write “CUPCAKE” instead of Yoon on her paper? <hr/>
	p. 24-25	<ul style="list-style-type: none"> • Why does Yoon want to be “CUPCAKE”? • Would you like to be a cupcake? Why or why not? <hr/>
	p. 26-27	<ul style="list-style-type: none"> • Why does the teacher give Yoon a very big smile? How have the teacher’s response changed from Yoon’s first day of school? • How has Yoon changed since the beginning of the story? How do you know? <hr/>
	p. 28-29	<ul style="list-style-type: none"> • Why does Yoon finally decide to write her name on her paper? • Why does the teacher give Yoon a big hug? How is the teacher feeling? How is Yoon feeling? <hr/>
	p. 30-31	<ul style="list-style-type: none"> • Has Yoon accepted her new home and her new language? Why or why not? <hr/>
	p. 32	<ul style="list-style-type: none"> • Why does Yoon say her name still means “Shining Wisdom”? Does it matter which language she’s using when writing or saying her name? • What is different about the illustration of Yoon on this page

		than the first page? Why is she smiling now?
After Reading	How was Yoon a communicator in this story?	
<i>How will students summarize and reflect on their learning?</i>	<p>Yoon was a communicator by expressing herself confidently and creatively in another language. It took her a while to accept her English name but she was trying her best to share her feelings with her teacher by drawing pictures and writing words she was learning. In the end, she was happy that she finally was able to communicate with others in her new country.</p> <p>How can you be a communicator? Why is it important for lifelong learners to be communicators?</p>	
How will we know what we have learned?		
Assessment Task		Teacher Observations of Student Learning
<p>Brainstorm all the ways Yoon wrote her name:</p> <ul style="list-style-type: none">• Korean letters• English letters• “CAT”• “BIRD”• “CUPCAKE” <p>Have students write their names in either English or another language in an expressive way. Encourage them to add illustration and color.</p>		
Additional Notes/Reflection:		
<p>To build children’s background knowledge of Korea and its culture, have children locate the country on a map or globe and discuss how Yoon’s family traveled from there to America. Depending on the children’s age and development, you can discuss why families emigrated from Korea. Children can observe the Korean alphabet by displaying the alphabet chart, talking about any similarities and differences they notice about the language and the languages they know. Children can also try to write their names using the different Korean letters.</p>		

COMMUNICATORS express
themselves
confidently and creatively.

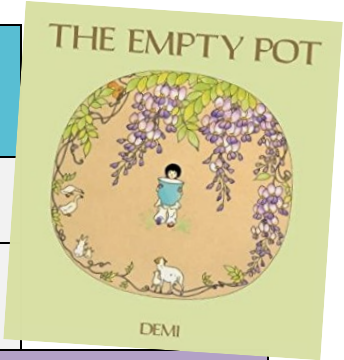


Write your name in either English or another language.
Be expressive by adding illustration and color!

한국어 알파벳 / Korean Alphabets

 Kiyok K/G	 공 / Ball	 Niun N	 나비 / Butterfly	 Tikut T/D	 다람쥐 / Squirrel
 라디오 / Radio	 Riul R/L	 말 / Horse	 Mium M	 바나나 / Banana	 Piup P/B
 Siot S/Sh	 소 / Cow	 Iung Ng	 원숭이 / Monkey	 Chiut Ch/J	 자동차 / Car
 초콜릿 / Chocolate	 Chiut Ch	 코끼리 / Elephant	 Kiuk K	 토끼 / Rabbit	 Tiut T
 Piup P/F	 풍선 / Balloon	 Hiut H	 헬리콥터 / Helicopter	 A	 아이스크림 / Ice cream
 야크 / Yak	 Ya	 어머니 / Mother	 Co	 연 / Kite	 Yco
 O	 오리 / Duck	 Yo	 요구르트 / Yogurt	 U	 우산 / Umbrella
 유모차 / Stroller	 Yu	 그물 / Net	 Eu	 키 / Key	 Ee

PYP Learner Profile Interactive Read-Aloud	
Attribute Principled	Book Title <i>The Empty Pot</i>
	Author & Illustrator Demi



What do we want to learn?	
Knowledge	
Content Objectives: Student will be able to define <u>principled</u> and describe how the main character demonstrates this attribute in the story <i>The Empty Pot</i> .	Language Objectives: Students will be able to listen to the story to discuss ideas with a partner and the whole group. Students will be able to analyze orally the main conflict in the story to develop their understanding of certain vocabulary terms and the concept of being <u>principled</u> .
Common Core State Standards - English Language Arts: Kindergarten CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.K.2 With prompting and support, identify characters, settings, and major event in a story. CCSS.ELA-Literacy.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). CCSS.ELA-Literacy.SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-Literacy.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	
Grade 1 CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade level 1 topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-Literacy.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	
Grade 2 CCSS.ELA-Literacy.RL.2.1 Ask and answer questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges. CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print of digital text to demonstrate understanding of its characters, setting, or plot. CCSS.ELA-Literacy.SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade level 2 topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-Literacy.SL.2.2 Recount or describe key details from a text read aloud or information presented orally or through other media.	

Vocabulary:

- **PRINCIPLED** – to be honest and fair
- **bloom** – to come up as a flower (p. 3)
- **kingdom** – an area ruled by one person (p. 4)
- **perfume** – something sweet-smelling (p. 5)
- **emperor** – someone who rules a kingdom (p. 6)
- **tend** – to take care of something (p. 6)
- **successor** – the next person to become emperor (p. 7)
- **proclamation** – an official announcement (p. 9)
- **palace** – large house where the emperor lives (p. 9)
- **swarm** – to move in a large crowd (p. 10)
- **soil** – dirt (p. 13)
- **sprout** – to grow (p. 14)
- **blossom** – to open up (as a flower) (p. 14)
- **transfer** – to move from one place to another (p. 17)
- **eagerly** – in an excited way (p. 21)
- **ashamed** – feeling guilt or not worthy (p. 22)
- **clever** – smart (p. 23)
- **straight away** – right away (p. 25)
- **frowning** – not happy (p. 27)
- **admire** – really like (p. 32)
- **courage** – not being afraid (p. 32)

Attitudes

Highlight related attitudes.

Appreciation

Commitment

Confidence

Creativity

Cooperation

Curiosity

Empathy

Enthusiasm

Independence

Integrity

Respect

Tolerance

Skills

Elaborate on the skills related to the focus Learner Profile attribute and read-aloud experience.

Thinking:

- **Acquisition of knowledge** (vocabulary, concept of principled)
- **Application** (demonstrate being principled in their own lives)
- **Analysis** (discussing in detail the actions of characters)

Social:

- **Accepting responsibility** (lifelong learners should be principled)
- **Respecting others** (people who are principled respect and are fair to others)
- **Cooperating** (talking with peers in both large group and partner share)

Communication:

- **Listening** (listening to story and peers to gain understanding)
- **Speaking** (sharing ideas with peers about the text and attribute of principled)
- **Reading** (comprehending story to gain understanding of attribute of principled)
- **Writing** (producing examples of being principled)

Self-Management:

- **Codes of behavior** (applying appropriate behavior in a read-aloud discussion)
- **Informed choices** (demonstrating being principled in daily life)

Research: <ul style="list-style-type: none"> • Formulating questions (asking relevant questions about the text and the attribute of being principled) • Observing (using senses of sight and hearing to notice details in the story) • Interpreting data (drawing conclusions from details in the text) 	
Key Concepts	
<i>What are some the key concepts/questions that will support student understanding?</i>	
<p>Form (What is it like?): What does being principled look like? What does the author/illustrator do to show that everyone in the kingdom admires flowers?</p> <p>Function (How does it work?): How does a seed grow? How is Ping feeling when he couldn't grow his own seed?</p> <p>Causation (Why is it like it is?): Why couldn't the cooked seeds grow? Why did Ping get rewarded in the end of the story?</p> <p>Change (How is it changing?): How does the author/illustrator demonstrate that the seasons are changing in the story?</p> <p>Connection (How is it connected to other things?): How can you demonstrate being principled in your own life? How do Ping's actions connect to our own lives?</p> <p>Perspective (What are the points of view?): How is Ping feeling at the beginning/end of this story? How is the Emperor feeling when he sees the flowers from the children?</p> <p>Responsibility (What is our responsibility?): What is our responsibility when we make a mistake? What should we do when we see something that is unfair?</p> <p>Reflection (How do we know?): How are you principled in your own actions? Could you be more principled when you make a mistake or see something that should not happen?</p>	
Action	
<i>What are some ways we hope students will demonstrate their learning both inside and outside the classroom?</i>	
<ul style="list-style-type: none"> • Students will be honest and courageous when they make a mistake • Students will be fair when playing games with others (i.e. follow rules, allow others to have a turn, solve problems respectfully) • Students will try their best on their work inside and outside the classroom 	
How best will we learn?	
<p>Before Reading</p> <p><i>How will you introduce the chosen Learner Profile attribute and book?</i></p> <p><i>What background knowledge is needed to support understanding?</i></p>	<p>Today we are going to read a story that focuses on our Learner Profile attribute of principled. Someone who is principled is honest and fair. That means they tell the truth and are fair towards other people. Why is being principled important? Can you give an example of when you have been principled, even when it was hard?</p> <p>Our story today is a folktale that takes place in ancient China. A folktale is a story that has been told again and again over many years! Here is China on a map. (Point out China on a map or globe. You could also demonstrate where it is in relation to where you live.)</p>

	<p>This folktale is called <i>The Empty Pot</i>, which is retold by a famous author named Demi. She is both the author and the illustrator. (Point out the title and author on the front cover.)</p> <p>In this story, there is an Emperor who is looking for someone to take his place. An Emperor is like a king. The main character, Ping, wants to become the next Emperor but has a very big problem. When we read, I want you to think about whether Ping and the characters are being principled.</p>	
During Reading	<p>Note: The published version of this book is not paginated. The title page will be referred to as Page 1.</p>	
<p><i>What guiding questions will help students develop understanding of the focus Learner Profile attribute?</i></p> <p><i>These guiding questions, along with the key concept questions above, can have the following formats:</i></p> <ul style="list-style-type: none"> • Whole group discussion • Partner share • Kinesthetic Response • Teacher think-aloud <p><i>The interactive read-aloud should be an authentic conversation between the teacher and the students about the text and focus Learner Profile attribute. The teacher should be responsive to the needs and inquiry of their students throughout this experience.</i></p>	<p>p. 3</p> <p>p. 4-5</p> <p>p. 7</p> <p>p. 8-9</p> <p>p. 10-11</p> <p>p. 13</p> <p>p. 14-15</p>	<ul style="list-style-type: none"> • What does it mean when the author says that anything Ping planted “burst into bloom....as if by magic”? Do you think Ping actually uses magic? This is an expression the author uses to show that Ping is very good at gardening and growing plants. <hr/> <ul style="list-style-type: none"> • What does the author/illustrator do in the pictures to show that everyone in the kingdom loved flowers? <hr/> <ul style="list-style-type: none"> • The Emperor needs to choose a successor, who is someone that will take his place leading the kingdom. • How do you think the Emperor will choose a successor? • What kind of person do you think the Emperor wants his successor to be? Why? <hr/> <ul style="list-style-type: none"> • What do you think the Emperor is looking for with the special flower seeds? What is the Emperor expecting to see when the children come back next year? <hr/> <ul style="list-style-type: none"> • Do you think that giving children flower seeds is a good way to choose a successor? Why or why not? • If you were the Emperor, how would you choose a successor? • Why do you think the children and their parents want them to become Emperor? • Would you like to be Emperor? Why or why not? <hr/> <ul style="list-style-type: none"> • What does a seed need for it to grow? • Do you think Ping will be able to grow the best flower? Why or why not? <hr/> <ul style="list-style-type: none"> • The author tells us that Ping has put his seed in soil and

		<p>is watering it every day. Why do you think nothing is growing in Ping's pot?</p> <ul style="list-style-type: none"> • How do you think Ping is feeling? <hr/>
	p. 16-17	<ul style="list-style-type: none"> • Why did Ping transfer his seed into a bigger pot? • Do you think this will help his seed grow? Why or why not? <hr/>
	p. 18-19	<ul style="list-style-type: none"> • What do you notice is happening in the pictures? • How is the author/illustrator demonstrating that a year is passing? • What seasons can you identify and why? <hr/>
	p. 20	<ul style="list-style-type: none"> • Why are the children putting on their best clothes? Why would that be important when visiting the Emperor? <hr/>
	p. 21	<ul style="list-style-type: none"> • What do you notice about all of the other children's pots? • Why were their seeds able to grow? <hr/>
	p. 22-23	<ul style="list-style-type: none"> • Ping is feeling ashamed that his seed did not grow. What does "ashamed" mean? • Have you ever felt ashamed before? • Who do you think did their best? <hr/>
	p. 24-25	<ul style="list-style-type: none"> • What do you think is going to happen to Ping at the palace with the Emperor? <hr/>
	p. 26-27	<ul style="list-style-type: none"> • There are so many flowers being presented to the Emperor! Why is the Emperor frowning? • Do you think the children are being principled or honest with their flowers? Why or why not? <hr/>
	p. 29	<ul style="list-style-type: none"> • Do you think Ping will be principled by telling the truth when he explains his empty pot to the Emperor? Why or why not? <hr/>
	p. 30	<ul style="list-style-type: none"> • What are the other children thinking when Ping explains his empty pot? How do you know that? <hr/>
	p. 31	<ul style="list-style-type: none"> • Why couldn't the seeds grow in the first place? Why do you think the Emperor decided to give the children

		<p>cooked seeds?</p> <ul style="list-style-type: none">• How are the other children feeling now after the Emperor praises Ping? <hr/> <p>p. 32</p> <ul style="list-style-type: none">• What happened to Ping after he told the Emperor the truth?• How is Ping feeling now?
After Reading	How did Ping demonstrate he was principled in this story? Were the other children being principled? Why or why not?	
<i>How will students summarize and reflect on their learning?</i>	<p>Ping was principled by telling the Emperor the truth about how his seed didn't bloom. The Emperor knew the other children were lying when they came to the palace with flowers because he gave them seeds that couldn't grow. Ping was rewarded for being principled and became the next Emperor.</p> <p>Why is it important for lifelong learners to be principled?</p>	
How will we know what we have learned?		
Assessment Task	Teacher Observations of Student Learning	
<p>Present students with another problem Ping is faced with when learning how to become the next emperor:</p> <p>Ping is out one day riding his chariot with six white horses. All the sudden one horse escaped and ran away! Ping is afraid of what the Emperor will say if he lost a horse. Knowing that emperors are principled, what should Ping do?</p> <p>Have students come up with a solution to Ping's problem on the assessment template using what they learned about being principled.</p>		
Additional Notes/Reflection:		
<p>This book has a lot of tier 3 vocabulary that may seem difficult on a first read for children. However, my own students, who are primarily EL learners, were able to understand most of the words when read in context. It is still important to pre-teach emperor and successor so that students understand the main idea of this story. You can help students with this understanding by showing them photos of ancient Chinese emperors, discussing what they wore, where they lived, what duties they had, and how they usually determined the successor or next emperor.</p>		


Lifelong Learners are
PRINCIPLED,
meaning they are
honest and fair.



Think of a time when you were principled like Ping.
What happened? What did you do?
Was it difficult to make an honest and fair choice?
Illustrate and/or write your experience.



PYP Learner Profile Interactive Read-Aloud	
Attribute Open-Minded	Book Title <i>Same, Same but Different</i>
	Author & Illustrator Jenny Sue Kostecki-Shaw



What do we want to learn?	
Knowledge	
Content Objectives: Student will be able to define <u>open-minded</u> and describe how the characters are <u>open-minded</u> from the text <i>Same, Same but Different</i> .	Language Objectives: Students will be able to listen to the story to discuss ideas with a partner and the whole group. Students will be able to analyze orally the characters and examples of the story to build their understanding of certain vocabulary terms and the concept of open-mindedness.
Common Core State Standards - English Language Arts: Kindergarten CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.K.2 With prompting and support, identify characters, settings, and major event in a story. CCSS.ELA-Literacy.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). CCSS.ELA-Literacy.SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-Literacy.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	
Grade 1 CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade level 1 topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-Literacy.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	
Grade 2 CCSS.ELA-Literacy.RL.2.1 Ask and answer questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges. CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. CCSS.ELA-Literacy.SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade level 2 topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-Literacy.SL.2.2 Recount or describe key details from a text read aloud or information presented orally or through other media.	

Vocabulary:

- **OPEN-MINDED** – willing to learn about other people’s cultures and points of view
- **mail** – to send (either in an envelope with a stamp or electronically) (p. 3)
- **sea** – a large body of water (p. 4)
- **P.S.** – “postscript”, a thought written after the main part of a letter (p. 5)
- **village** – a small town (p. 14)
- **peacock** – a blue and green bird with very large feathers like a fan (p. 15)
- **giant** – really big (p. 15)
- **traffic** – large number of vehicles moving on a road (p. 18)
- **alphabet** – set of letters that represent the basic sounds of a language (i.e. English, Hindi, Arabic) (p. 22-23)
- **yoga** – a form of exercise and meditation consisting of a series of poses (p. 25)
- **world** – a community (p. 29)

Attitudes

Highlight related attitudes.

Appreciation

Commitment
Confidence
Creativity

Cooperation

Curiosity

Empathy
Enthusiasm

Independence

Integrity

Respect**Tolerance****Skills**

Elaborate on the skills related to the focus Learner Profile attribute and read-aloud experience.

Thinking:

- **Acquisition of knowledge** (vocabulary, concept of open-minded)
- **Application** (demonstrate open-mindedness in their own lives)
- **Analysis** (discussing in detail the actions of characters)

Social:

- **Accepting responsibility** (lifelong learners should be open-minded)
- **Respecting others** (people who are open-minded respect other’s cultures and points of view)
- **Cooperating** (talking with peers in both large group and partner share)

Communication:

- **Listening** (listening to story and peers to gain understanding)
- **Speaking** (sharing ideas with peers about the text and attribute of open-mindedness)
- **Reading** (comprehending story to gain understanding of attribute of open-mindedness)
- **Writing** (producing examples of open-mindedness)

Self-Management:

- **Codes of behavior** (applying appropriate behavior in a read-aloud discussion)
- **Informed choices** (demonstrating open-mindedness in daily life)

Research:

- **Formulating questions** (asking relevant questions about the text and the attribute of open-mindedness)
- **Observing** (using senses of sight and hearing to notice details in the story)
- **Interpreting data** (drawing conclusions from details in the text)

Key Concepts	
<p><i>What are some the key concepts/questions that will support student understanding?</i></p> <p>Form (What is it like?): What is life like in India where Kailash lives? What are the similarities and differences between the kinds of buildings, vehicles, animals, vegetation in both Elliot and Kailash's homes?</p> <p>Function (How does it work?): How does sending a letter in the postal system work? What is the purpose of a postage stamp?</p> <p>Causation (Why is it like it is?): Why do languages have alphabets? Why is it important to learn the alphabet before learning words in languages like English, Arabic, and Hindi?</p> <p>Change (How is it changing?): How does the relationship between Elliot and Kailash change throughout the book? What are some of the conclusions the boys realize after learning about each other's cultures?</p> <p>Connection (How is it connected to other things?): How are the boys connected to each other? How do you relate to either Elliot or Kailash's lives?</p> <p>Perspective (What are the points of view?): How does Elliot see his world? How does Kailash see his world? How do they see their relationship with each other, even if they live in different places?</p> <p>Responsibility (What is our responsibility?): Why do Elliot and Kailash think it's important to communicate with each other? What kinds of responsibilities do they have towards each other as pen pals and friends?</p> <p>Reflection (How do we know?): How do we know Elliot and Kailash enjoy learning about each other's lives? How do we know they are open-minded? How can we be more open-minded in our own actions?</p>	
Action	
<p><i>What are some ways we hope students will demonstrate their learning both inside and outside the classroom?</i></p> <ul style="list-style-type: none"> Students will seek out opportunities to learn more about their classmates by asking what they like to do at school and at home Students will listen to others' ideas and willingly accept trying new things, such as a game on the playground or a problem-solving strategy in the classroom Students will be curious about the world around them and find ways to learn by seeking out information on the internet, books, videos, or even finding a pen pal from another part of the world 	
How best will we learn?	
<p>Before Reading</p> <p><i>How will you introduce the chosen Learner Profile attribute and book?</i></p> <p><i>What background</i></p>	<p>Have you ever talked to anyone who lives in a different part of the world? How did you communicate with them? (Have students share their experiences.)</p> <p>Today we will read a story about two boys who live in different parts of the world. We will focus on our Learner Profile attribute <u>open-minded</u>. When someone is open-minded, they are willing to learn</p>

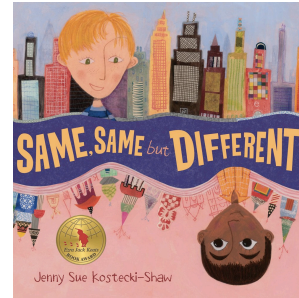
<p><i>knowledge is needed to support understanding?</i></p>	<p>about other people's cultures and points of view.</p> <p>(Give a personal example that is relatable to the students. <i>I had to be open-minded when I tried escargots, or snails, for the first time. I was in France and my French friends insisted that I try escargots, which is a delicacy or special treat in some parts of France. I didn't want to at first because the thought of eating snails was really different for me. But I decided I should try them so that I can have a better understanding of what my French friends enjoy eating. I was surprised that when I ate them that they were actually quite delicious. I was glad that I was willing to learn more about French food!</i>)</p> <p>Introduce book <i>Same, Same but Different</i> by Jenny Sue Kostecki-Shaw. Point out the title and the author/illustrator. Mention that some authors also illustrate their own books.</p> <p>What do you think the saying "same, same but different" means? The author talks about this saying in a description on the back flap of the book jacket. She explains that people use the words "same, same but different" to compare cultures all over the world.</p> <p>When we read this story, I want you to think about how the two main characters, Elliot and Kailash, are open-minded or willing to learn about each other's cultures.</p>										
<p>During Reading</p>	<p>Note: The published version of this book is not paginated. The title page will be referred to as Page 1.</p>										
<p><i>What guiding questions will help students develop understanding of the focus Learner Profile attribute?</i></p> <p><i>These guiding questions, along with the key concept questions above, can have the following formats:</i></p> <ul style="list-style-type: none"> • Whole group discussion • Partner share • Kinesthetic Response • Teacher think-aloud <p><i>The interactive read-aloud should be an authentic conversation between the teacher and the</i></p>	<table border="0"> <tr> <td data-bbox="651 1035 773 1192" style="vertical-align: top;"> <p>Entire Book</p> </td><td data-bbox="773 1035 1406 1192"> <ul style="list-style-type: none"> • You can create a Double Bubble Thinking Map throughout this discussion to highlight the similarities and differences between Elliot and Kailash. <hr/> </td></tr> <tr> <td data-bbox="651 1192 773 1392" style="vertical-align: top;"> <p>Front/Back Endpaper</p> </td><td data-bbox="773 1192 1406 1392"> <ul style="list-style-type: none"> • What are these illustrations of? How do you know? • Where might you find postage stamps? What do you use postage stamps for? • Why did the author/illustrator put postage stamps on the endpaper? <hr/> </td></tr> <tr> <td data-bbox="651 1392 773 1560" style="vertical-align: top;"> <p>p. 2</p> </td><td data-bbox="773 1392 1406 1560"> <ul style="list-style-type: none"> • What are the children doing in this illustration? • What are they drawing on? Have you ever seen/used an easel before? <hr/> </td></tr> <tr> <td data-bbox="651 1560 773 1728" style="vertical-align: top;"> <p>p. 3</p> </td><td data-bbox="773 1560 1406 1728"> <ul style="list-style-type: none"> • Where does Elliot live? How do you know? • What do you know about the USA/North America? <hr/> </td></tr> <tr> <td data-bbox="651 1728 773 1892" style="vertical-align: top;"> <p>p. 5</p> </td><td data-bbox="773 1728 1406 1892"> <ul style="list-style-type: none"> • Where does Kailash live? • What are some of the different items he puts in his drawing? • What do you think life is like in India? • P.S. means "postscript." Sometimes people will want </td></tr> </table>	<p>Entire Book</p>	<ul style="list-style-type: none"> • You can create a Double Bubble Thinking Map throughout this discussion to highlight the similarities and differences between Elliot and Kailash. <hr/>	<p>Front/Back Endpaper</p>	<ul style="list-style-type: none"> • What are these illustrations of? How do you know? • Where might you find postage stamps? What do you use postage stamps for? • Why did the author/illustrator put postage stamps on the endpaper? <hr/>	<p>p. 2</p>	<ul style="list-style-type: none"> • What are the children doing in this illustration? • What are they drawing on? Have you ever seen/used an easel before? <hr/>	<p>p. 3</p>	<ul style="list-style-type: none"> • Where does Elliot live? How do you know? • What do you know about the USA/North America? <hr/>	<p>p. 5</p>	<ul style="list-style-type: none"> • Where does Kailash live? • What are some of the different items he puts in his drawing? • What do you think life is like in India? • P.S. means "postscript." Sometimes people will want
<p>Entire Book</p>	<ul style="list-style-type: none"> • You can create a Double Bubble Thinking Map throughout this discussion to highlight the similarities and differences between Elliot and Kailash. <hr/>										
<p>Front/Back Endpaper</p>	<ul style="list-style-type: none"> • What are these illustrations of? How do you know? • Where might you find postage stamps? What do you use postage stamps for? • Why did the author/illustrator put postage stamps on the endpaper? <hr/>										
<p>p. 2</p>	<ul style="list-style-type: none"> • What are the children doing in this illustration? • What are they drawing on? Have you ever seen/used an easel before? <hr/>										
<p>p. 3</p>	<ul style="list-style-type: none"> • Where does Elliot live? How do you know? • What do you know about the USA/North America? <hr/>										
<p>p. 5</p>	<ul style="list-style-type: none"> • Where does Kailash live? • What are some of the different items he puts in his drawing? • What do you think life is like in India? • P.S. means "postscript." Sometimes people will want 										

<p><i>students about the text and focus Learner Profile attribute. The teacher should be responsive to the needs and inquiry of their students throughout this experience.</i></p>		<p>to write something else after they finish a letter and will put it in a postscript. Kailash includes a question in his postscript. What is the question? Look out for more examples of a postscript in this book!</p> <hr/> <p>p. 6-7</p> <ul style="list-style-type: none"> • Why does Kailash ask if Elliot lives in a tree? • Why do you think Kailash enjoys climbing trees? • What is similar between the two boys? What is different between the two boys? <hr/> <p>p. 8-9</p> <ul style="list-style-type: none"> • What do you notice about Elliot and Kailash's families? What is similar/different about them? • What does your family look like? Who lives with you in your house? • Does your household look more like Elliot's or Kailash's? Why? <hr/> <p>p. 10-11</p> <ul style="list-style-type: none"> • What kinds of animals does Kailash have? Why do you think Kailash's family has animals like these? • Why do you think there are bells around the cows' neck? <hr/> <p>p. 12</p> <ul style="list-style-type: none"> • Let's look at Elliot's postscript: "P.S. What does it look like where you live?" How would <u>you</u> answer this? • What do you think it looks like where Kailash lives? Why do you think that? <hr/> <p>p. 14-15</p> <ul style="list-style-type: none"> • How is Kailash's description similar or different from what you imagine India is like? • Would you like to live in India? Why or why not? <hr/> <p>p. 16-17</p> <ul style="list-style-type: none"> • How is Elliot's hometown similar or different than ours? • Do you think he lives in a bigger or smaller city than us? Why? <hr/> <p>p. 18-19</p> <ul style="list-style-type: none"> • How is the traffic different in India than Elliot's hometown? • How can you describe the different vehicles you see? <hr/> <p>p. 20-21</p> <ul style="list-style-type: none"> • What do you notice about Kailash's bus? How is it different than Elliot's? • Why do you think the bus in India is attached to a bicycle?
--	--	--

	<p>p. 22-23</p> <ul style="list-style-type: none"> • In the United States, most people speak English. In India, many people speak Hindi. What is similar and different between the English and Hindi alphabets? • What did Kailash write the Hindi alphabet on? Why do you think he has a chalkboard instead of a pencil and paper? <hr/> <p>p. 24</p> <ul style="list-style-type: none"> • What is Elliot pretending to be on this page? How do you know that? <hr/> <p>p. 25</p> <ul style="list-style-type: none"> • What is Kailash pretending to be on this page? Why do you think that many poses in yoga imitate animals? • Can you make a lion pose like Kailash? Do you know any other yoga poses? <hr/> <p>p. 26-27</p> <ul style="list-style-type: none"> • Why do people have different ways of greeting each other? • How would you say hello to your friends? How do you say hello to your teacher? Are they different? Why? <hr/> <p>p. 28-29</p> <ul style="list-style-type: none"> • What does it mean that Elliot and Kailash live in different worlds? • How can you have a best friend who comes from a different culture than you? Why would being open-minded be important to maintain a friendship? <hr/> <p>p. 30-31</p> <ul style="list-style-type: none"> • Why does the author suggest Elliot and Kailash might not live in different worlds? • What do you notice in the illustrations on these two pages? <hr/> <p>p. 32-33</p> <ul style="list-style-type: none"> • What is the author trying to tell us on these two pages? • Do you think “different, different but the same” means the same as “same, same but different?”
After Reading	<p>Why does the author name this book <u>Same, Same but Different</u>? What does that saying mean?</p> <p>How are Elliot and Kailash open-minded?</p> <p>Elliot and Kailash are open-minded because they want to learn more about each other’s cultures through their drawings and letters. They appreciate the similarities and differences between the United States and India. In the end, they find that they are best friends although they do not live in the same place.</p>
<i>How will students summarize and reflect on their learning?</i>	

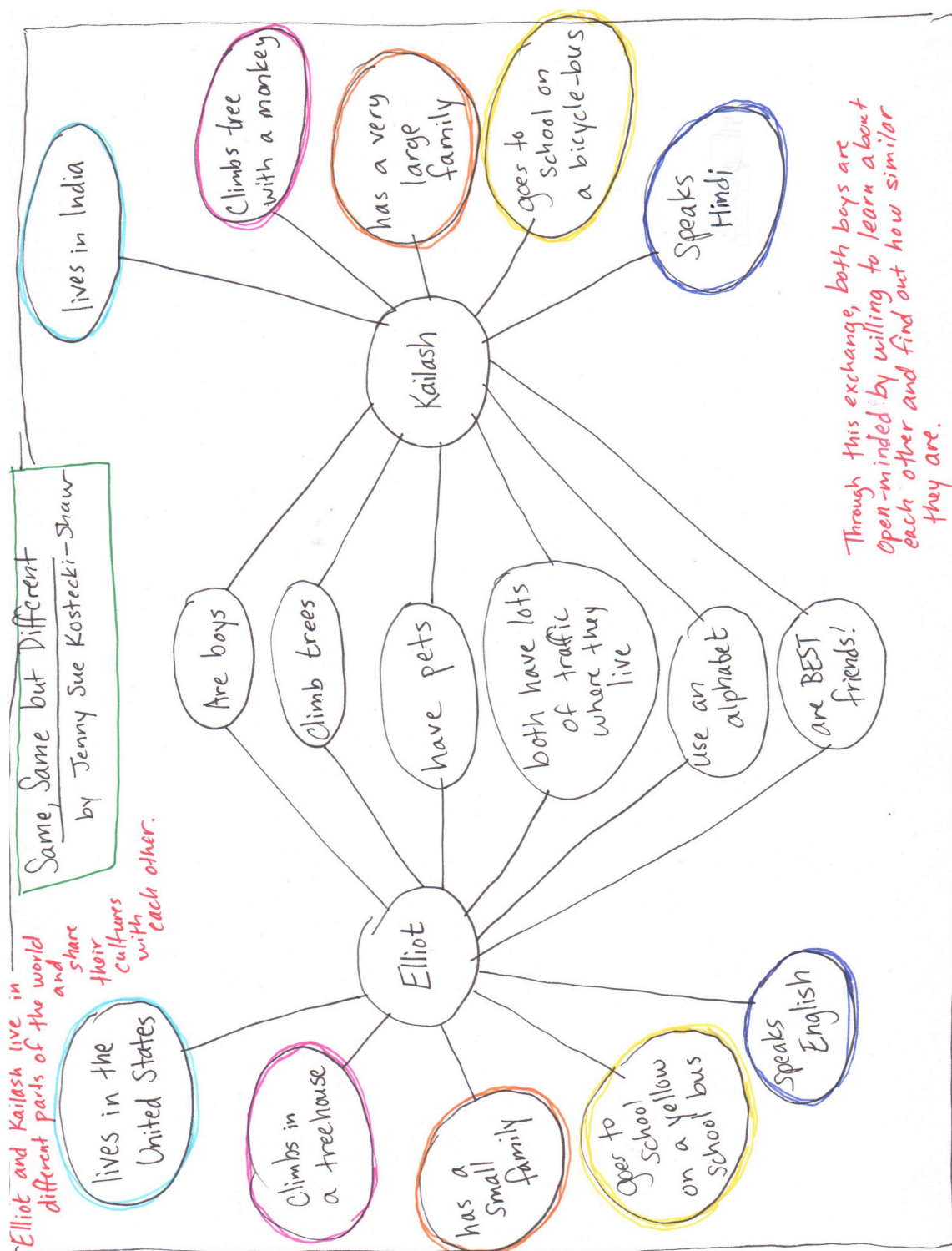
	How can you be open-minded? Why is it important for lifelong learners to be open-minded?
How will we know what we have learned?	
Assessment Task	Teacher Observations of Student Learning
<p>Instruct children to create a drawing of something from their own lives. Have them explain what they drew as if they were talking to someone from another part of the world, like India. If possible, find another classroom (whether local or international) to actually send these drawings to.</p> <p>Possible ideas children can draw about:</p> <ul style="list-style-type: none"> • family • city/hometown • favorite place to play • pets • school • transportation they normally use • favorite foods to eat • favorite thing to do • how they say hello 	
Additional Notes/Reflection:	
<p>To build children's background of India, have children locate the country on a map or globe and discuss how you would travel there. You can show photos and videos of India. Some great resources for photos and videos are:</p> <p>National Geographic Kids. (2017). <i>India</i>. Retrieved from https://kids.nationalgeographic.com/explore/countries/india/#india-tajmahal.jpg</p> <p>Heydlauff, L. (2007). <i>Going to School in India</i> [Documentary]. USA: Master Communications.</p> <p>You may also discuss the Hindi alphabet on page 23 or display the infographic included in this lesson plan. Have children talk about the similarities and differences between the Hindi alphabet and other languages they know. They can also try to write their names using the Hindi characters.</p>	

Lifelong Learners are **OPEN-MINDED**,
meaning they are willing to learn about
other people's cultures and points of view.

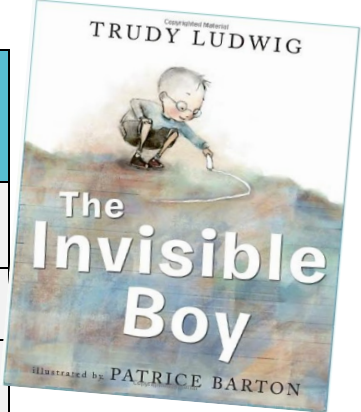


Something special about my life that
I would like to share with others is...

Example of Double Bubble Thinking Map about Elliot and Kailash.





PYP Learner Profile Interactive Read-Aloud	
Attribute Caring	Book Title <i>The Invisible Boy</i>
	Author Trudy Ludwig
	Illustrator Patrice Barton
	
What do we want to learn?	
Knowledge	
Content Objectives: Student will be able to define <u>caring</u> and develop examples of caring actions from <i>The Invisible Boy</i> and real life.	Language Objectives: Students will be able to listen to the story to discuss ideas with a partner and the whole group. Students will be able to analyze orally the characters and plot of the story to build their understanding of certain vocabulary terms and the concept of caring.
Common Core State Standards - English Language Arts: Kindergarten CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.K.2 With prompting and support, identify characters, settings, and major event in a story. CCSS.ELA-Literacy.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). CCSS.ELA-Literacy.SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-Literacy.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	
Grade 1 CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade level 1 topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-Literacy.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	
Grade 2 CCSS.ELA-Literacy.RL.2.1 Ask and answer questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges. CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print of digital text to demonstrate understanding of its characters, setting, or plot. CCSS.ELA-Literacy.SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade level 2 topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-Literacy.SL.2.2 Recount or describe key details from a text read aloud or information presented orally or through other media.	

Vocabulary:

- **CARING** – showing caring and respect towards others
- **invisible** – not able to be seen (p. 3)
- **complain** – say what you're unhappy about (p. 4)
- **kickball** – ball game played with two teams (p. 6)
- **invite** – ask someone to do something with you (p. 11)
- **scaling** – climbing to the top of something (p. 12)
- **intergalactic** – outer space (p. 13)
- **chopsticks** – long sticks used to eat noodles or rice (p. 16)
- **bulgogi** – barbeque dish from Korea, a country in Asia (p. 17)
- **tetherball** – a game where you hit a ball tied to a pole (p. 21)
- **scurry** – to run or rush around (p. 22)

Attitudes

Highlight related attitudes.

Appreciation
Commitment
Confidence
Creativity

Cooperation
Curiosity
Empathy
Enthusiasm

Independence
Integrity
Respect
Tolerance

Skills

Elaborate on the skills related to the focus Learner Profile attribute and read-aloud experience.

Thinking:

- **Acquisition of knowledge** (vocabulary, concept of caring)
- **Application** (showing caring through their own actions)
- **Analysis** (discussing in detail the actions of characters)

Social:

- **Accepting responsibility** (lifelong learners should be caring towards others)
- **Respecting others** (caring means to show respect towards other people so that we can foster a positive environment)
- **Cooperating** (talking with peers in both large group and partner share)

Communication:

- **Listening** (listening to story and peers to gain understanding)
- **Speaking** (sharing ideas with peers about the text and attribute of caring)
- **Reading** (comprehending story to gain understanding of attribute of caring)
- **Writing** (producing examples of how to be caring towards someone)

Self-Management:

- **Codes of behavior** (applying appropriate behavior in a read-aloud discussion)
- **Informed choices** (demonstrating caring actions in daily life)

Research:

- **Formulating questions** (asking relevant questions about the text and the attribute of caring)
- **Observing** (using senses of sight and hearing to notice details in the story)
- **Interpreting data** (drawing conclusions from details in the text)

Key Concepts

What are some the key concepts/questions that will support student understanding?

Form (What is it like?): What is it like feeling invisible? What does caring look like?

Function (How does it work?): How do people make others feel invisible? How do people make others feel less invisible?

Causation (Why is it like it is?): Why does Brian feel invisible? Why did something simple like writing a nice note or inviting someone to eat lunch make someone feel happy

Change (How is it changing?): What actions toward Brian changed the way he feels?

Connection (How is it connected to other things?): How do you demonstrate caring in the classroom? How do you demonstrate caring at home?

Perspective (What are the points of view?): How does Brian feel at the beginning/end of the story? How do the other kids feel at the beginning/end of the story?

Responsibility (What is our responsibility?): What is our responsibility if we see someone feeling sad or hurt?

Reflection (How do we know?): How are you caring towards others? Could you be more caring in the classroom or at home?

Action

What are some ways we hope students will demonstrate their learning both inside and outside the classroom?

- Students will invite peers they may not know very well to play with them during recess and outside of school (i.e. playground, home, Arabic school).
- Students will seek out opportunities to include other classmates in activities.
- Students will ask respectful questions in order to learn more about each other's cultures.

How best will we learn?

Before Reading

How will you introduce the chosen Learner Profile attribute and book?

What background knowledge is needed to support understanding?

Have you ever been to a new school or a daycare?

How did you feel? Did anyone do anything to make you feel welcome?

(Have students share their thoughts.)

Today we will read a story about a boy named Brian who struggles to be seen in his classroom. We will focus on our Learner Profile attribute caring. When someone is caring, they show kindness and respect towards other people. (Give a personal example that is relatable to the students. *I am caring when I meet new people. When you don't know someone, you want to make a strong first impression so that they want to talk to you and be your friend. I always make sure I smile and say hi to someone I don't know. I want them to feel welcome and comfortable talking to me.*)

Introduce book ***The Invisible Boy*** written by Patrice Barton and illustrated by Trudy Ludwig. **Do you know what the word "invisible" means?**

Invisible means not able to be seen.

The main character in this story is Brian. He's a real person but he feels invisible because no one notices or plays with him. While we read, I want to you to think about whether Brian and the other characters demonstrate caring or are showing kindness towards others.

During Reading

Note: The published version of this book is not paginated.

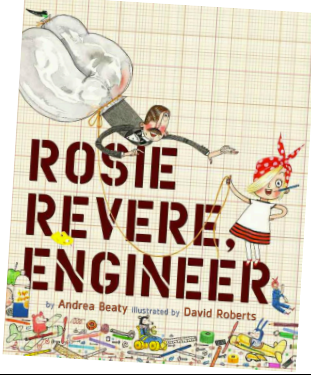
The title page will be referred to as Page 1.		
<p><i>What guiding questions will help students develop understanding of the focus Learner Profile attribute?</i></p> <p><i>These guiding questions, along with the key concept questions above, can have the following formats:</i></p> <ul style="list-style-type: none"> • Whole group discussion • Partner share • Kinesthetic Response • Teacher think-aloud <p><i>The interactive read-aloud should be an authentic conversation between the teacher and the students about the text and focus Learner Profile attribute. The teacher should be responsive to the needs and inquiry of their students throughout this experience.</i></p>	p. 3	<ul style="list-style-type: none"> • How does the illustrator show that Brian is invisible? • Why do you think she did that? <hr/>
	p. 5	<ul style="list-style-type: none"> • What does the author mean by saying Nathan and Sophie take up a lot of space? • Why do you think the teacher doesn't notice Brian? <hr/>
	p. 9	<ul style="list-style-type: none"> • How does Brian feel during recess? How do you know? • Have you ever felt left out or invisible before? <hr/>
	p. 11	<ul style="list-style-type: none"> • What is happening? • How is Brian feeling during lunchtime? <hr/>
	p. 13	<ul style="list-style-type: none"> • What do you notice about Brian in these pages? • What does he like to do for fun? What are some things you like to do for fun? <hr/>
	p. 15	<ul style="list-style-type: none"> • What predictions do you have about the new kid, Justin? • How do you think the other kids are going to be towards him? <hr/>
	p. 17	<ul style="list-style-type: none"> • What are these figures (point to quotation bubbles)? What do they show? • Why do you think the author and the illustrator chose to use quotation bubbles on these pages? <hr/>
	p. 19	<ul style="list-style-type: none"> • What does Brian do for Justin? • Why do you think Brian made this note? <hr/>
	p. 21	<ul style="list-style-type: none"> • What do you notice about the illustrator's representation of Brian? • So far, Brian has been represented in black and white. Why do you think Patrice Barton now shows him in color? <hr/>
	p. 23	<ul style="list-style-type: none"> • Why does Brian wish he could be swallowed up by a hole? • How is he feeling? <hr/>
	p. 25-27	<ul style="list-style-type: none"> • Why is Brian smiling on these pages? • What actions does Justin show that are caring towards

		<p>Brian?</p> <p>_____</p> <p>p. 29</p> <ul style="list-style-type: none">• Why do you think Justin and Emilio wave towards Brian?• We know Brian usually sits by himself at lunch. Do you think he will go over towards Justin and Emilio? Why or why not? <p>_____</p> <p>p. 31</p> <ul style="list-style-type: none">• Why doesn't Brian feel invisible anymore? How do you know?
After Reading	How many people did it take for Brian to begin to feel less invisible?	
How will students summarize and reflect on their learning?	<p>What were some examples in the story of people caring or showing kindness towards others?</p> <p>There are several ways kids showed caring in this story. Brian was caring towards Justin by making that note about how yummy the bulgogi looked. Justin was caring toward Brian by inviting him to eat lunch with him.</p> <p>What are some ways you can be caring towards people in our classroom? What are some ways you can show caring at home? Why is it important for lifelong learners to be caring?</p>	
How will we know what we have learned?		
Assessment Task		Teacher Observations of Student Learning
<p>Brainstorm some of the scenarios Brian encountered that made him feel invisible:</p> <ul style="list-style-type: none">• Not being noticed by his teacher• Not being picked for kickball• Not being invited to someone's party• Not being chosen as a partner for an activity <p>Have students write, illustrate, or explain what kinds of caring actions could help make Brian feel less invisible.</p>		
Additional Notes/Reflection:		
<p>To extend the discussion on caring, ask students to recognize classmates who demonstrate caring actions throughout the week or month by writing their names and describing what they did. You could also ask students to write down something positive for each of their classmates to show appreciation and celebrate each other.</p>		

Caring means showing kindness and respect towards others.



How could you help Brian feel less invisible?

PYP Learner Profile Interactive Read-Aloud		
Risk-Taker	Attribute	Book Title <i>Rosie Revere, Engineer</i>
		Author Andrea Beaty
		Illustrator David Roberts
		
What do we want to learn?		
Knowledge		
Content Objectives: Student will be able to define <u>risk-taker</u> and describe how the main character demonstrates this attribute in the story <i>Rosie Revere, Engineer</i> .		Language Objectives: Students will be able to listen to the story to discuss ideas with a partner and the whole group. Students will be able to analyze the main character's action to develop their understanding of certain vocabulary terms and the concept of risk-taker.
Common Core State Standards - English Language Arts: Kindergarten CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.K.2 With prompting and support, identify characters, settings, and major event in a story. CCSS.ELA-Literacy.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). CCSS.ELA-Literacy.SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-Literacy.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		
Grade 1 CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade level 1 topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-Literacy.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		
Grade 2 CCSS.ELA-Literacy.RL.2.1 Ask and answer questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges. CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. CCSS.ELA-Literacy.SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade level 2 topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-Literacy.SL.2.2 Recount or describe key details from a text read aloud or information presented orally or through other media.		

Vocabulary:

- **RISK-TAKER** – willing to try new things and learn from mistakes
- **engineer** - person who designs and builds things (p. 3)
- **shyly** – in a quiet and nervous way (p. 3)
- **eaves** – overhanging edge of a roof (p. 5)
- **attic** – part of house directly under the roof (p. 6)
- **gadgets/gizmos/doohickey** – mechanical object (p. 6, 30)
- **dispenser** – a device that gives out something in small amounts (p. 8)
- **helium** – a gas used to make balloons float (p. 8)
- **python** – a very long snake (p. 11)
- **wheeze** – to breathe hard with a whistling sound (p. 13)
- **perplexed/baffled** – confused (p. 13, 25)
- **dismayed** – discouraged and upset (p. 13)
- **relation** – family member (p. 15)
- **dynamo** – energetic person (p. 15)
- **linger** – to remain in a place longer than usual (p. 15)
- **crept** – to move slowly (p. 16)
- **dawn** – beginning of the day when sun comes up (p. 17)
- **haul** – pull or move something (p. 18)
- **cockpit** – part of an airplane where the pilot sits (p. 20)
- **sputter** – to make sparks and sounds (p. 20)
- **whirl** – to turn around (p. 21)
- **lever/gear** – parts of a machine that make it move (p. 22)
- **flop/failure** – an act that was not successful (p. 25, 27)
- **success** – accomplishment, able to meet someone's goals (p. 27)

Attitudes

Highlight related attitudes.

Appreciation
Commitment
Confidence
Creativity

Cooperation
 Curiosity
 Empathy
 Enthusiasm

Independence
 Integrity
 Respect
 Tolerance

Skills

Elaborate on the skills related to the focus Learner Profile attribute and read-aloud experience.

Thinking:

- **Acquisition of knowledge** (vocabulary, concept of risk-taker)
- **Application** (demonstrate being a risk-taker in their own lives)
- **Analysis** (discussing in detail the actions of characters)

Social:

- **Accepting responsibility** (lifelong learners should be risk-takers)
- **Respecting others** (people who are risk-takers respect themselves and others)
- **Cooperating** (talking with peers in both large group and partner share)

Communication:

- **Listening** (listening to story and peers to gain understanding)
- **Speaking** (sharing ideas with peers about the text and attribute of risk-taker)
- **Reading** (comprehending story to gain understanding of attribute of risk-taker)
- **Writing** (producing examples of being a risk-taker)

Self-Management: <ul style="list-style-type: none"> • Codes of behavior (applying appropriate behavior in a read-aloud discussion) • Informed choices (demonstrating being a risk-taker in daily life) 	
Research: <ul style="list-style-type: none"> • Formulating questions (asking relevant questions about the text and the attribute of being a risk-taker) • Observing (using senses of sight and hearing to notice details in the story) • Interpreting data (drawing conclusions from details in the text) 	
Key Concepts	
<p><i>What are some the key concepts/questions that will support student understanding?</i></p> <p>Form (<i>What is it like?</i>): What do you notice about the objects Rosie use to build her inventions? How would you describe each of Rosie’s creations? What is Great-Great-Aunt Rose like?</p> <p>Function (<i>How does it work?</i>): How does each of Rosie’s inventions work? How would Rosie build an invention that flies? What does an engineer do?</p> <p>Causation (<i>Why is it like it is?</i>): Why does Rosie choose to hide her inventions? Why is Rosie afraid and shy when she hears someone laughing at her?</p> <p>Change (<i>How is it changing?</i>): How does Rosie’s confidence change throughout the story? How does Rosie change her inventions to make them better?</p> <p>Connection (<i>How is it connected to other things?</i>): How are you like Rosie? When have you felt afraid or shy? What kinds of inventions would you like to make?</p> <p>Perspective (<i>What are the points of view?</i>): How is Rosie feeling when her uncles and aunts criticize her inventions? What is Great-Great-Aunt Rose think of Rosie’s first “flop” with the cheese-copter?</p> <p>Responsibility (<i>What is our responsibility?</i>): What are our responsibilities when we choose to be risk-takers? What is Rosie’s responsibility as an inventor?</p> <p>Reflection (<i>How do we know?</i>): How was Rosie a risk-taker? How are you a risk-taker? How can you be more of a risk-taker?</p>	
Action	
<p><i>What are some ways we hope students will demonstrate their learning both inside and outside the classroom?</i></p> <ul style="list-style-type: none"> • Students will take risks inside the classroom, such as trying everything on their lunch tray, trying a new reading or math strategy, or raise their hand to answer a question during a lesson • Students will take thoughtful risks outside the classroom, like create something original at home, try something that they find initially difficult like dribbling a basketball or playing a musical instrument 	
How best will we learn?	
Before Reading	<p>Today we are going to read a story that focuses on our Learner Profile attribute of risk-taker. A risk-taker is someone who is willing to try new things and learn from mistakes.</p> <p>(Give a personal example that is relatable to the students. <i>I had to be a risk-</i></p>
<p><i>How will you introduce the chosen Learner Profile attribute and</i></p>	

<p>book?</p> <p>What background knowledge is needed to support understanding?</p>	<p>taker when I adopted my cat. I never owned a pet before so I wasn't sure about everything I would need. I found out quickly that I needed to keep things like food away from my cat that loves to eat! Even though I made some mistakes, I'm glad I decided to try something new; now my cat is happy living with me and I have learned so much about being a pet owner!)</p> <p>Our story today is <i>Rosie Revere, Engineer</i>. (Point out the title and author on the front cover.) This story is about a little girl named Rosie who is an engineer. An engineer is someone who creates and builds things. Looking at the cover, what do you think Rosie creates and builds? Why might an engineer need to be a risk-taker? When we read, I want you to think about how the characters can be risk-takers.</p>	
<p>During Reading</p>	<p>Note: The published version of this book is not paginated. The title page will be referred to as page 1.</p>	
<p>What guiding questions will help students develop understanding of the focus Learner Profile attribute?</p> <p>These guiding questions, along with the key concept questions above, can have the following formats:</p> <ul style="list-style-type: none"> • Whole group discussion • Partner share • Kinesthetic Response • Teacher think-aloud <p>The interactive read-aloud should be an authentic conversation between the teacher and the students about the text and focus Learner Profile attribute. The teacher should be responsive to the needs and inquiry of their students throughout this experience.</p>	<p>p. 3</p> <p>p. 5</p> <p>p. 6-7</p> <p>p. 8-9</p> <p>p. 10-11</p> <p>p. 12-13</p>	<ul style="list-style-type: none"> • What does it mean to be shy? • How does the illustration demonstrate that Rosie is feeling shy? <hr/> <ul style="list-style-type: none"> • What do you think Rosie builds? • Why do you think Rosie chooses to use objects from the trash instead of objects from somewhere else, like a store? • Do you notice anything about the kinds of words the author is telling this story? (<i>rhyme</i>) What are two words that rhyme on this page? <hr/> <ul style="list-style-type: none"> • What do you notice in the illustration on these two pages? Name some of the items that Rosie uses for her gizmos and gadgets. What would you build using some of these objects? • Why do you think Rosie hides her inventions? <hr/> <ul style="list-style-type: none"> • What is a hotdog dispenser? How do you think it works? • Look at the illustration of Rosie's uncle wearing the helium pants. What is he doing? What do his pants resemble? (<i>balloon</i>) Using this knowledge, what do you think helium is? <hr/> <ul style="list-style-type: none"> • How do think Rosie's cheese hat works? • Would you like to have a cheese hat like Rosie's? Why or why not? <hr/> <ul style="list-style-type: none"> • How did Uncle Fred make Rosie feel? What does it mean to be <i>embarrassed</i>, <i>perplexed</i>, or <i>dismayed</i>? • Do you think this event influenced her shy behavior and her decision to hide her inventions? Why or why not? <hr/>

	p. 14-15	<ul style="list-style-type: none"> • Great-Great-Aunt Rose sure has done a lot of interesting things in her life! What can you tell me about her age? Why do you know that? • What is Great-Great-Aunt Rose's one last wish? Why do you think she wants to fly? <hr/>
	p. 16-17	<ul style="list-style-type: none"> • Have you ever had a thought that kept you awake all night? Why do you think that happens? • Do you think Rosie will have the confidence to help out her great-great-aunt? Why or why not? <hr/>
	p. 18-19	<ul style="list-style-type: none"> • Why would engineers need to test their creations? • What do you think Rosie's "cheese-copter" could be? <hr/>
	p. 20-21	<ul style="list-style-type: none"> • How do you think Rosie's cheese-copter works? • What happened to the cheese-copter? • How do you think Rosie will feel knowing that her invention failed? How do you think her great-great-aunt Rose will feel? <hr/>
	p. 22-23	<ul style="list-style-type: none"> • Why do you think Great-Great-Aunt Rose is laughing? Does her reaction remind you of someone else in this story? • How is Rosie feeling? Why? <hr/>
	p. 25	<ul style="list-style-type: none"> • What does it mean for an invention to "flop"? • What is Great-Great-Aunt Rose trying to tell Rosie? • Why is Rosie <i>baffled, embarrassed, and perplexed</i>? <hr/>
	p. 26-27	<ul style="list-style-type: none"> • What do you notice about the drawings in this notebook? • What do you think Rosie is going to do next? Why? <hr/>
	p. 28-29	<ul style="list-style-type: none"> • What are Rosie and Great-Great-Aunt Rose doing now? How do you know? • Is Rosie being a risk-taker? Why or why not? <hr/>
	p. 30-31	<ul style="list-style-type: none"> • What are some of the inventions illustrated on these pages? How do you think they work? • Why are the children cheering even if their inventions are "perfect failures" or "flops"? • How could you describe Rosie and these children using other Learner Profile attributes? <hr/>
	p. 32	<ul style="list-style-type: none"> • What do you notice in the illustration on this

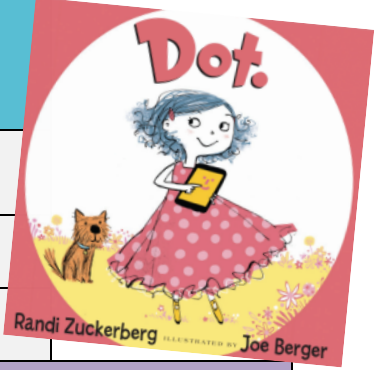
		acknowledgement page? Was Rosie finally successful with her invention?
After Reading	How did Rosie demonstrate that she was being a risk-taker in this story?	
<i>How will students summarize and reflect on their learning?</i>	<p>Rosie was a risk-taker by trying to build her own inventions and test them out in front of family members. She was originally afraid that she would be embarrassed but discovered that she can learn from her mistakes. She didn't give up making her cheese-copter for Great-Great-Aunt Rose and finally was able to make it fly.</p> <p>How could you be more of a risk-taker in your own life? Is there something you've always wanted to learn or try? What can you do to make your own dream happen?</p>	
How will we know what we have learned?		
Assessment Task	Teacher Observations of Student Learning	
Remind the students that Rosie's great-great-aunt Rose always dreamed of being able to fly. Ask students what they've always dreamed of doing. Using the assessment template, have students write/illustrate this dream and come up with a plan they could use be a risk-taker and make this dream really happen.		
Additional Notes/Reflection:		
<p>There are lots of vocabulary words associated with engineering and simple machines in this story. It may be a good idea to have students somewhat familiar with these concepts before reading this story. An activity you can do before or after reading this book would be for children to explore building their own innovations using Legos, Tinker Toys, or K'Nex. Some other resources for building or extending engineering knowledge are:</p> <p>BrainPop Jr. (2017). <i>Simple Machines</i> [Video]. Retrieved from https://jr.brainpop.com/science/forces/simplemachines/</p> <p>Van Dusen, C. (2007). <i>If I Built a Car</i>. New York, NY: Puffin Books.</p> <p>Van Dusen, C. (2012). <i>If I Built a House</i>. New York, NY: Dial Books for Young Readers.</p>		

RISK-TAKERS
are willing to try new
things and learn from
their mistakes.



Great-Great-Aunt Rose always dreamed of being able to fly.
What have **you** always dreamed of doing?

How can you be a **risk-taker** and make your dream actually happen?

PYP Learner Profile Interactive Read-Aloud	
Attribute Balanced	Book Title <i>Dot.</i>
	Author Randi Zuckerberg
	Illustrator Joe Berger
	
What do we want to learn?	
Knowledge	
Content Objectives: Student will be able to define <u>balanced</u> and describe how the main character is <u>balanced</u> from the book <i>Dot</i> .	Language Objectives: Students will be able to listen to the story to discuss ideas with a partner and the whole group. Students will be able to analyze orally the characters and examples of the story to build their understanding of certain vocabulary terms and the concept of balanced.
Common Core State Standards - English Language Arts: Kindergarten CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.K.2 With prompting and support, identify characters, settings, and major event in a story. CCSS.ELA-Literacy.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). CCSS.ELA-Literacy.SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-Literacy.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	
Grade 1 CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade level 1 topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-Literacy.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	
Grade 2 CCSS.ELA-Literacy.RL.2.1 Ask and answer questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges. CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print of digital text to demonstrate understanding of its characters, setting, or plot. CCSS.ELA-Literacy.SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade level 2 topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-Literacy.SL.2.2 Recount or describe key details from a text read aloud or information presented orally or through other media.	

Vocabulary:

- **BALANCED** – understand the importance of balancing different parts of our lives
- **tap** – sound made when typing on a computer keyboard (p. 6)
- **touch** – how we navigate certain devices like smartphones and tablets (p. 7)
- **tweet** – message shared on social media, like Twitter (p. 8)
- **tag** – identify a friend in a message or post on social media (p. 9)
- **surf** – to search or find information on the internet (p. 10)
- **swipe** – a control used to flip through something on a smartphone or tablet (p. 11)
- **share** – to send information to others on the internet (p. 12)
- **search** – to find something on the internet (p. 13)
- **reboot/recharge/restart** – stop and start over again (p. 19)
- **tap** – sound made with your feet as in a dance (p. 22)
- **touch** – one of the five senses using your hands/fingers (p. 22)
- **tweet** – to make a whistling sound, like a bird (p. 23)
- **tag** – a game where you run and catch others (p. 23)
- **surf** – to ride as on a wave (p. 25)
- **swipe** – to slide or sweep across with your arm (p. 26)
- **share** – to allow others to have something (p. 27)
- **search** – to look for something (p. 27)

Attitudes*Highlight related attitudes.*

Appreciation
Commitment
 Confidence
 Creativity

Cooperation
Curiosity
 Empathy
 Enthusiasm

Independence
Integrity
Respect
 Tolerance

Skills*Elaborate on the skills related to the focus Learner Profile attribute and read-aloud experience.***Thinking:**

- **Acquisition of knowledge** (vocabulary, concept of balanced)
- **Application** (demonstrate balanced in their own lives)
- **Analysis** (discussing in detail the actions of characters)

Social:

- **Accepting responsibility** (lifelong learners should be balanced)
- **Respecting others** (people who are balanced are respectful to their own bodies, minds, and intellect)
- **Cooperating** (talking with peers in both large group and partner share)

Communication:

- **Listening** (listening to story and peers to gain understanding)
- **Speaking** (sharing ideas with peers about the text and attribute of balanced)
- **Reading** (comprehending story to gain understanding of attribute of balanced)
- **Writing** (producing examples of balanced)

Self-Management:

- **Codes of behavior** (applying appropriate behavior in a read-aloud discussion)
- **Informed choices** (demonstrating balanced in daily life)

Research:

- **Formulating questions** (asking relevant questions about the text and the attribute of balanced)

<ul style="list-style-type: none"> • Observing (using senses of sight and hearing to notice details in the story) • Interpreting data (drawing conclusions from details in the text) 	
Key Concepts	
<i>What are some the key concepts/questions that will support student understanding?</i>	
<p>Form (<i>What is it like?</i>): What is a computer/laptop/tablet/smartphone? What does Dot look like when she spends too much time on her technological devices?</p> <p>Function (<i>How does it work?</i>): How does a keyboard work? How does a mouse work? How do you surf/search for something on the internet?</p> <p>Causation (<i>Why is it like it is?</i>): Why does Dot feel exhausted after using so much technology? Why does Dot say she has learned a lot after spending time outside?</p> <p>Change (<i>How is it changing?</i>): How does Dot feel after being asked to “reboot” outside? How does Dot use technology at the end of the book?</p> <p>Connection (<i>How is it connected to other things?</i>): What kinds of technological devices do you use? How much time do you spend on devices? How often do you spend time outside or playing something that doesn’t require a battery?</p> <p>Perspective (<i>What are the points of view?</i>): How does Dot feel at the beginning/middle/end of the book? What does Dot’s mom think about Dot’s use of technology?</p> <p>Responsibility (<i>What is our responsibility?</i>): How should we handle technology? How should we share/tag information on social media?</p> <p>Reflection (<i>How do we know?</i>): How was Dot balanced/not balanced in this story? Are you balanced in your own life? What could you do to become more balanced?</p>	
Action	
<i>What are some ways we hope students will demonstrate their learning both inside and outside the classroom?</i>	
<ul style="list-style-type: none"> • Students will be balanced in their eating by making sure they have enough fruits, vegetables, grains, protein, and dairy. They will be mindful before eating foods high in fat and sugar. • Students will be balanced in the classroom by trying different things when given a choice (i.e. recess, classroom assignments). • Students will seek out more opportunities outside school to get more physical exercise, outdoor playtime, and hands-on activity that don’t involve technology or screens. 	
How best will we learn?	
Before Reading	<p>Do you have any technological devices at home like a smartphone, tablet, computer, or television? How often do you use them? (Have students share their experiences.)</p> <p>Today we are going to read a story about a girl named Dot who loves technology. We will focus on our Learner Profile attribute <u>balanced</u>. When someone is balanced, they understand how important it is to maintain a</p>
<i>How will you introduce the chosen Learner Profile attribute and book?</i>	
<i>What background</i>	

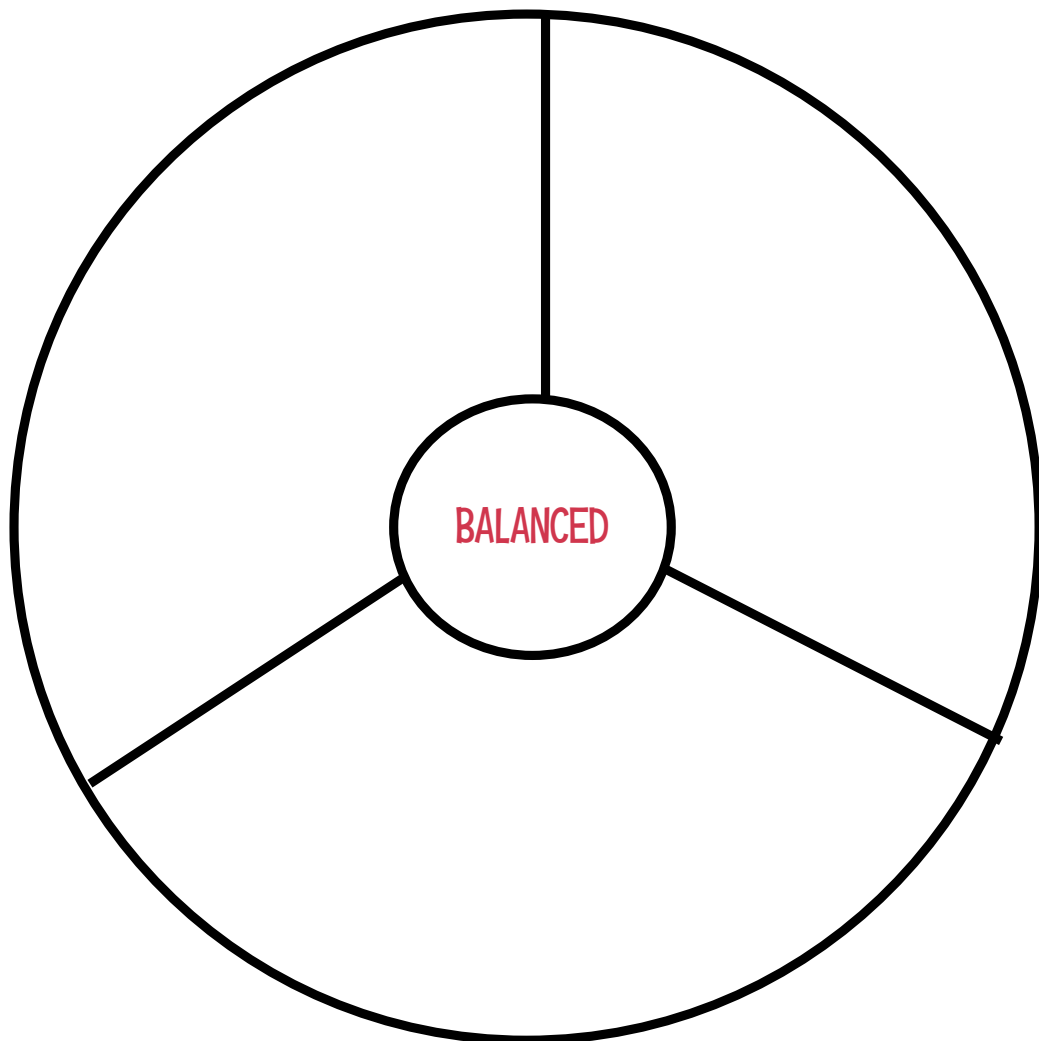
<p>knowledge is needed to support understanding?</p>	<p>balance in their life. This means, they don't spent too much time doing one thing but instead are mindful of how they are using their time to make sure they are happy and healthy. (Give a personal example that is relatable to the students. <i>I have to be balanced to make sure I am going to do a good job everyday. It can be challenging to figure out how to find time everyday to do what you want to do but it's important to keep yourself happy. I especially like to work hard and spend a lot of time making sure I am doing everything I need to do to be successful at my job. But I also make sure I have enough time to eat, sleep, and relax everyday. I also exercise so that my body can be strong and healthy.</i>)</p> <p>Introduce book Dot. written by Randi Zuckerberg and illustrated by Joe Berger.</p> <p>When we read our story today, I want you to think about think about what Dot needs to be balanced in her life.</p>										
<p>During Reading</p>	<p>Note: The published version of this book is not paginated. The title page will be referred to as Page 1.</p>										
<p><i>What guiding questions will help students develop understanding of the focus Learner Profile attribute?</i></p> <p><i>These guiding questions, along with the key concept questions above, can have the following formats:</i></p> <ul style="list-style-type: none"> • Whole group discussion • Partner share • Kinesthetic Response • Teacher think-aloud <p><i>The interactive read-aloud should be an authentic conversation between the teacher and the students about the text and focus Learner Profile attribute. The teacher should be responsive to the needs and inquiry of their students throughout this experience.</i></p>	<table border="0"> <tr> <td style="vertical-align: top; padding-right: 10px;">p. 5</td> <td> <ul style="list-style-type: none"> • What is Dot using? Have you used a keyboard before? • What is a keyboard used for? <hr/> </td></tr> <tr> <td style="vertical-align: top; padding-right: 10px;">p. 6</td> <td> <ul style="list-style-type: none"> • What is Dot using? • What is the difference between a computer and a laptop? Why would some people prefer laptops? • What does “tap” mean in this context? <hr/> </td></tr> <tr> <td style="vertical-align: top; padding-right: 10px;">p. 7</td> <td> <ul style="list-style-type: none"> • What is Dot using? • What is the difference between a computer and a tablet? Why would some people prefer tablets? • What does “touch” mean in this context? <hr/> </td></tr> <tr> <td style="vertical-align: top; padding-right: 10px;">p. 8</td> <td> <ul style="list-style-type: none"> • What does “tweet” mean in this context? • Do you know of other social media sites? (Social media are websites and apps that allow people to create and share things with others.) • Do you or family members use social media? How do you/they use it? • Why do people use social media? <hr/> </td></tr> <tr> <td style="vertical-align: top; padding-right: 10px;">p. 9</td> <td> <ul style="list-style-type: none"> • What is Dot using in this illustration? • What does a mouse do when connected to a computer? Have you ever used a mouse before? • What does “tag” mean in this context? • Why do think people want to be “tagged” in a photo? Would you want to be tagged in a photo so others know it's you? Why or why not? <hr/> </td></tr> </table>	p. 5	<ul style="list-style-type: none"> • What is Dot using? Have you used a keyboard before? • What is a keyboard used for? <hr/>	p. 6	<ul style="list-style-type: none"> • What is Dot using? • What is the difference between a computer and a laptop? Why would some people prefer laptops? • What does “tap” mean in this context? <hr/>	p. 7	<ul style="list-style-type: none"> • What is Dot using? • What is the difference between a computer and a tablet? Why would some people prefer tablets? • What does “touch” mean in this context? <hr/>	p. 8	<ul style="list-style-type: none"> • What does “tweet” mean in this context? • Do you know of other social media sites? (Social media are websites and apps that allow people to create and share things with others.) • Do you or family members use social media? How do you/they use it? • Why do people use social media? <hr/>	p. 9	<ul style="list-style-type: none"> • What is Dot using in this illustration? • What does a mouse do when connected to a computer? Have you ever used a mouse before? • What does “tag” mean in this context? • Why do think people want to be “tagged” in a photo? Would you want to be tagged in a photo so others know it's you? Why or why not? <hr/>
p. 5	<ul style="list-style-type: none"> • What is Dot using? Have you used a keyboard before? • What is a keyboard used for? <hr/>										
p. 6	<ul style="list-style-type: none"> • What is Dot using? • What is the difference between a computer and a laptop? Why would some people prefer laptops? • What does “tap” mean in this context? <hr/>										
p. 7	<ul style="list-style-type: none"> • What is Dot using? • What is the difference between a computer and a tablet? Why would some people prefer tablets? • What does “touch” mean in this context? <hr/>										
p. 8	<ul style="list-style-type: none"> • What does “tweet” mean in this context? • Do you know of other social media sites? (Social media are websites and apps that allow people to create and share things with others.) • Do you or family members use social media? How do you/they use it? • Why do people use social media? <hr/>										
p. 9	<ul style="list-style-type: none"> • What is Dot using in this illustration? • What does a mouse do when connected to a computer? Have you ever used a mouse before? • What does “tag” mean in this context? • Why do think people want to be “tagged” in a photo? Would you want to be tagged in a photo so others know it's you? Why or why not? <hr/>										

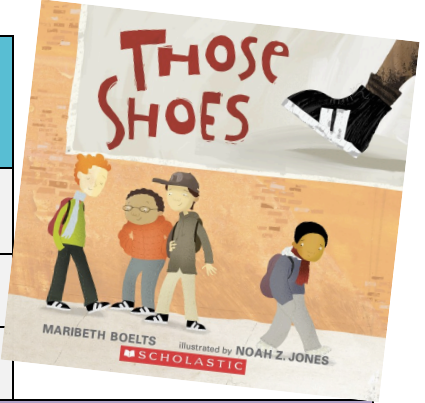
	p. 10	<ul style="list-style-type: none"> • What does “surf” mean in this context? • Have you ever “surfed” the web or internet? How do you find information on the internet? <hr/>
	p. 11	<ul style="list-style-type: none"> • What does “swipe” mean in this context? • When do you “swipe” on a tablet or smartphone? How is this different than using a mouse at a computer? <hr/>
	p. 12	<ul style="list-style-type: none"> • What does “share” mean in this context? • How do you share information on the internet? Have you ever shared information on the internet before? <hr/>
	p. 13	<ul style="list-style-type: none"> • What does “search” mean in this context? • What’s another word that is a synonym, or means about the same, as search? • Why do people search for information on the internet? • What do you notice about Dot’s interaction with her dog on these pages? Are there other examples from previous pages where she is ignoring her dog? Why do you think she is doing this? <hr/>
	p. 14-15	<ul style="list-style-type: none"> • How does Dot talk to others using technology? • Have you talked to others in one of these ways? • Why do many people use technology, like smartphones, tablets, and computers, to communicate with others today? How did people talk to each other a long time ago? <hr/>
	p. 16-17	<ul style="list-style-type: none"> • How many devices does Dot have in front of her? Is this too many? Why or why not? • How many technological devices do you or your family use at home? • How is Dot feeling right now? Why does she feel this way? • What do you think is going to happen next? <hr/>
	p. 18-19	<ul style="list-style-type: none"> • What is happening to Dot right now? How can you tell in the illustration? Why does she feel this way? • What does Mom mean when she says “Time to REBOOT! RECHARGE! RESTART!” • What happens when you reboot/recharge/restart a technological device? • How will Dot “reboot” herself? What’s going to happen to her? <hr/>
	p. 20-21	<ul style="list-style-type: none"> • What is Dot going to “remember” while she is outside?

		<p>Was she outside when she was on her devices?</p> <ul style="list-style-type: none"> • What do you like to do when you are outside? <hr/> <p>p. 26-27</p> <ul style="list-style-type: none"> • What do you notice about the verbs the author uses on these two pages? Where have you seen these words before? Why do you think the author chose to use the same words as the beginning of the book? • What do “tap”, “touch”, “tweet”, and “tag” mean in this context? • How do you think Dot is feeling right now? <hr/> <p>p. 28-29</p> <ul style="list-style-type: none"> • What is happening on these pages? • What does “surf” mean in this context? <hr/> <p>p. 30-31</p> <ul style="list-style-type: none"> • What is happening on these pages? • What is Dot “swiping” here? Have you ever finger painted/hand painted before? • What do “search” and “share” mean in this context? • What do you notice about Dot’s interaction with other people and her dog on these last few pages? How is Dot’s behavior different than the beginning of the book? <hr/> <p>p. 32-33</p> <ul style="list-style-type: none"> • How is Dot talking to others on these pages? How is this interaction different than her talking before with her devices? • Do you prefer to talk to someone in person or on a phone/device? Why? <hr/> <p>p. 34-35</p> <ul style="list-style-type: none"> • What has Dot learned? • What do you notice on this page? Is it okay to use technological devices? How often should we use things like smartphones, tablets, computers, and televisions?
After Reading	<p>How was Dot balanced in this story?</p> <p>Dot first was not balanced because she spent too much time tapping, tweeting, tagging, searching, sharing, and talking on her technological devices. She became more balanced when her mom tells her to go outside and play. Dot rediscovers that she doesn’t have to be “plugged in” all the time and can enjoy playing with others in the natural world. Dot still loves technology but also can enjoy other things that don’t require a battery!</p> <p>How can you be more balanced? Why is it important for lifelong learners to be balanced?</p>	
<i>How will students summarize and reflect on their learning?</i>		

How will we know what we have learned?	
Assessment Task	Teacher Observations of Student Learning
<p>Brainstorm ideas of different examples of how to maintain balance in your life. Possible examples can include:</p> <ul style="list-style-type: none"> • Go to bed every night at the same time and make sure you get plenty of sleep • Eat food from all the different food groups, especially fruits and vegetables • Eat sugary and fatty foods sparingly • Exercise everyday • Do homework everyday at the same time • Read 20-30 minutes every evening before bed • Do quiet breathing, yoga before going to bed • Limit screen time to 1 hour everyday • <p>Have students then create their own circle maps, or use the template provided, to generate at least three different ways of how to be balanced in their own lives.</p>	
Additional Notes/Reflection:	
<p>This book is especially relevant to children today growing up in an environment with lots of technological devices. You can have a discussion with children about what kinds of technology they use at home and how they use it. Ask children to think about people around the world who may not have the same access to technology and whether we need to have smartphones, tablets, televisions, computers, laptops, smart watches, fitness trackers, etc.</p>	

Lifelong Learners are **BALANCED**,
meaning they understand the
importance of balancing different
parts of their lives.



PYP Learner Profile Interactive Read-Aloud	
Attribute Reflective	Book Title <i>Those Shoes</i>
	Author Maribeth Boelts
	Illustrator Noah Z. Jones
	
What do we want to learn?	
Knowledge	
Content Objectives: Student will be able to define <u>reflective</u> and describe how the characters are <u>reflective</u> from the text <i>Those Shoes</i> .	Language Objectives: Students will be able to listen to the story to discuss ideas with a partner and the whole group. Students will be able to analyze orally the characters and examples of the story to build their understanding of certain vocabulary terms and the concept of reflective.
Common Core State Standards - English Language Arts: Kindergarten CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.K.2 With prompting and support, identify characters, settings, and major event in a story. CCSS.ELA-Literacy.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). CCSS.ELA-Literacy.SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-Literacy.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	
Grade 1 CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade level 1 topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-Literacy.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	
Grade 2 CCSS.ELA-Literacy.RL.2.1 Ask and answer questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges. CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print of digital text to demonstrate understanding of its characters, setting, or plot. CCSS.ELA-Literacy.SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade level 2 topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-Literacy.SL.2.2 Recount or describe key details from a text read aloud or information presented orally or through other media.	

Vocabulary:

- **REFLECTIVE** – thoughtful about the world around them and their own ideas and experience
- **high-tops** – sneakers that cover the ankle (p. 3)
- **needs** – things you must have to survive (p. 5)
- **wants** – things you would like to have but don't really need (p. 5)
- **guidance counselor** – an adult who helps students at a school (p. 8)
- **kickball** – ball game played with two teams (p. 8)
- **grip** – to hold (p.12)
- **bust** – to break (p.12)
- **thrift shop** – a store that sells items that were previously owned by other people (p. 14)
- **outgrew** – grown too large for something (p. 14)
- **hitch** – to pull up quickly (p. 17)
- **curling** – bending (p. 17)
- **heel** – back part of a foot (p. 17)
- **kneel** – to sit on your knees (p. 18)
- **limp** – to walk slowly and difficultly (p. 19)
- **shuffling** – walking without lifting feet (p. 21)
- **smacks** – hits hard (p. 24)
- **spies** – to see or discover (p. 26)
- **nudge** – to push gently (such as with an elbow) (p. 31)

Attitudes

Highlight related attitudes.

Appreciation

Commitment
Confidence
Creativity

Cooperation

Curiosity

Empathy

Enthusiasm

Independence

Integrity

Respect

Tolerance

Skills

Elaborate on the skills related to the focus Learner Profile attribute and read-aloud experience.

Thinking:

- **Acquisition of knowledge** (vocabulary, concept of reflective)
- **Application** (demonstrate reflective in their own lives)
- **Analysis** (discussing in detail the actions of characters)

Social:

- **Accepting responsibility** (lifelong learners should be reflective)
- **Respecting others** (people who are reflective respect other's cultures and points of view)
- **Cooperating** (talking with peers in both large group and partner share)

Communication:

- **Listening** (listening to story and peers to gain understanding)
- **Speaking** (sharing ideas with peers about the text and attribute of reflective)
- **Reading** (comprehending story to gain understanding of attribute of reflective)
- **Writing** (producing examples of reflective)

Self-Management:

- **Codes of behavior** (applying appropriate behavior in a read-aloud discussion)
- **Informed choices** (demonstrating reflective in daily life)

Research:

- **Formulating questions** (asking relevant questions about the text and the attribute of reflective)

<ul style="list-style-type: none"> • Observing (using senses of sight and hearing to notice details in the story) • Interpreting data (drawing conclusions from details in the text) 	
Key Concepts	
<i>What are some the key concepts/questions that will support student understanding?</i>	
<p>Form (What is it like?): What are high-top shoes? Who are the characters and what is the setting of this story? What do you observe in the fall season? What do you observe in the winter season?</p> <p>Function (How does it work?): What does a guidance counselor, like Mr. Alfrey, do? How does a thrift shop work?</p> <p>Causation (Why is it like it is?): What happens to Jeremy's feet when he wears the shoes that are too small for him? Why do the other children laugh at Jeremy's "Mr. Alfrey's"?</p> <p>Change (How is it changing?): How are the seasons changing from the beginning to the end of the book? How does Jeremy change his mind about his high-tops?</p> <p>Connection (How is it connected to other things?): How does Jeremy's experience with the high-tops relate to your own life? Have you ever wanted something so badly that you would do anything to have it? Have you ever changed your mind about something because you were reflective and you thought about the choices you were making?</p> <p>Perspective (What are the points of view?): How does Jeremy feel when he first got the "Mr. Alfrey" shoes? What does Grandma think about Jeremy's want for the high-tops? How does Jeremy feel when he sees Antonio's broken shoes? How does Antonio feel when he received the new shoes?</p> <p>Responsibility (What is our responsibility?): Why is it important for us to be reflective about our own actions? What should we do if we notice something is wrong with someone else?</p> <p>Reflection (How do we know?): How was Jeremy reflective about his decision to keep or give away the high-top shoes? How can we be more reflective in our own lives?</p>	
Action	
<i>What are some ways we hope students will demonstrate their learning both inside and outside the classroom?</i>	
<ul style="list-style-type: none"> • Students will be reflective in their everyday choices, such as what they're eating, how they are treating classmates in the classroom and the classroom, and whether they are doing their best work academically and behaviorally. • Students will be encouraged to respond constructively based on reflecting on personal or others' actions. (I.e. student organizes a trash clean-up activity after seeing how dirty a park is.) 	
How best will we learn?	
Before Reading	<p>Have you ever wanted to own something so much you begged your families to buy them for you? (Have students share their experiences.)</p> <p>Today we will read a story about a boy named Jeremy who really wants a pair of high-top shoes. High-tops are a type of sneaker that covers the ankle. Is anyone wearing high-tops today?</p>
<i>How will you introduce the chosen Learner Profile attribute and book?</i>	
<i>What background knowledge is needed to</i>	

	p.8-9	<ul style="list-style-type: none"> • Why is Mr. Alfrey, the guidance counselor, giving Jeremy shoes out of the box? • Why do you think Jeremy can't just get some new shoes at the store? <hr/>
	p. 10-11	<ul style="list-style-type: none"> • How does Jeremy feel about the shoes from Mr. Alfrey? • Why are all the children laughing at Jeremy? • Why isn't Antonio laughing at Jeremy? • What do you think might happen next? <hr/>
	p. 13	<ul style="list-style-type: none"> • What do you think the price tag says on the shoes? • Does Grandma buy Jeremy the shoes? Why or why not? <hr/>
	p.14-15	<ul style="list-style-type: none"> • What is a thrift shop? Have you ever been to one before? • What do you notice in the window of the third thrift shop? <hr/>
	p. 16	<ul style="list-style-type: none"> • Is \$2.50 a lot of money? Are these shoes affordable? <hr/>
	p. 17	<ul style="list-style-type: none"> • Do these shoes actually fit Jeremy? • Are they too big or too small? How do you know? <hr/>
	p. 18-19	<ul style="list-style-type: none"> • What do you think is going to happen next? Why? <hr/>
	p. 20-21	<ul style="list-style-type: none"> • What does Grandma mean by "sometimes shoes stretch"? • What do you notice about Jeremy's feet? Why are they all bandaged up? <hr/>
	p. 22	<ul style="list-style-type: none"> • Which shoes are Jeremy referring to as "Mr. Alfrey's"? • What do you remember about those shoes? • Why do you think Antonio's shoes are all taped up? <hr/>
	p. 23	<ul style="list-style-type: none"> • What do you think Jeremy is thinking about? <hr/>
	p. 24-25	<ul style="list-style-type: none"> • Why does Jeremy keep saying, "I'm not going to do it?" • What do you think he was thinking about doing? Why? <hr/>
	p. 27	<ul style="list-style-type: none"> • Why do you think Jeremy was thinking about Antonio? • What do you think Jeremy is going to do? <hr/>

	<p>p. 28-29</p> <ul style="list-style-type: none"> • What did Jeremy actually do? Why do you think Jeremy decided to give Antonio his shoes? • How do you think Antonio is feeling when he sees those shoes on his doorstep? • What do you notice about the changes in the weather on these pages? <hr/> <p>p. 30</p> <ul style="list-style-type: none"> • Why is Jeremy happy to see Antonio's face? <hr/> <p>p. 31</p> <ul style="list-style-type: none"> • What do you remember about Jeremy's boots? What did Grandma say about them? How do you think Jeremy is feeling about having his new winter boots? • Does Antonio know that Jeremy gave him the new shoes? Why?
<p>After Reading</p> <p><i>How will students summarize and reflect on their learning?</i></p>	<p>How was Jeremy reflective at the end of the story? What were the choices he had about his high-tops? Why did he decide to change his mind and give the high-tops to Antonio?</p> <p>Jeremy was reflective because he thought about what was happening to his feet when he was wearing the too-small high-tops and noticed his friend Antonio's shoes were falling apart. He first thought he would just keep the high-tops he wanted. Then he changed his mind because he decided that it would be better if Antonio had the high-tops because they fit him better and Antonio needed new shoes. In the end, this was the best choice because both Antonio and Jeremy were happy.</p> <p>How can you be more reflective? Why is it important for lifelong learners to be reflective?</p>
<p>How will we know what we have learned?</p>	
<p>Assessment Task</p>	<p>Teacher Observations of Student Learning</p>
<p>Ask students to think about someone they played with the last time they were at recess. Have them visualize what they did and how that experience was. Ask a few students to share. Have students reflect on their own actions using the assessment template provided.</p>	
<p>Additional Notes/Reflection:</p>	
<p>Bring in a pair of high-top sneakers or have a child with high-top sneakers demonstrate what they look like. Ask children to think about something that THEY really want, whether it is sneakers, another piece of clothing, a toy, etc. Have a discussion on why they really like those items and whether they really need them.</p>	

Lifelong Learners are
REFLECTIVE,
 meaning they are thoughtful
 about the world around them.



Reflect on the last time you played with someone at recess.

Who was that person?	
Were you caring towards that person?	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Did you communicate with them?	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Were you principled when you played?	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Did you think about how to solve any problems you had?	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Did you try your best to be a good friend?	<input type="radio"/> <input type="radio"/> <input type="radio"/>
What is something you could do better next time you play with this friend?	

APPENDIX H

Interactive Read-Aloud Lesson Plan Template

PYP Learner Profile Interactive Read-Aloud	
Attribute	Book Title
	Author
	Illustrator
What do we want to learn?	
Knowledge	
Content Objectives:	Language Objectives:
State Standards:	

Vocabulary:

Attitudes

Highlight related attitudes.

Appreciation
Commitment
Confidence
Creativity

Cooperation
Curiosity
Empathy
Enthusiasm

Independence
Integrity
Respect
Tolerance

Skills

Elaborate on the skills related to the focus Learner Profile attribute and read-aloud experience.

Thinking:

Social:

Communication:

Self-Management:

Research:

Key Concepts

What are some the key concepts/questions that will support student understanding?

Form (What is it like?):

Function (How does it work?):

Causation (*Why is it like it is?*):

Change (*How is it changing?*):

Connection (How is it connected to other things?):

Perspective (What are the points of view?):

Responsibility (*What is our responsibility?*):

Reflection (*How do we know?*):

Action

What are some ways we hope students will demonstrate their learning both inside and outside the classroom?

How best will we learn?		
Before Reading <i>How will you introduce the chosen Learner Profile attribute and book?</i> <i>What background knowledge is needed to support understanding?</i>		
During Reading	Page No.	Guiding Questions
<i>What guiding questions will help students develop understanding of the focus Learner Profile attribute?</i> <i>These guiding questions, along with the key concept questions above, can have the following formats:</i> <ul style="list-style-type: none"> • Whole group discussion • Partner share • Kinesthetic Response • Teacher think-aloud <i>The interactive read-aloud should be an authentic conversation between the teacher and the students about the text and focus Learner Profile attribute. The teacher should be responsive to the needs and inquiry of their students throughout this experience.</i>		

After Reading		
<i>How will students summarize and reflect on their learning?</i>		

How will we know what we have learned?	
Assessment Task	Teacher Observations of Student Learning
Additional Notes/Reflection:	

APPENDIX I

Selected Bibliography of

Children's Picture Books for Learner Profile

IB Learner Profile

Selected Bibliography

Inquirers

Allen, P. (1994). *Mr. Archimedes' Bath*. London, England: Puffin.

Brett, J. (1989). *The Mitten*. New York, NY: G. P. Putman's Sons

Creech, S. (2003). *A Fine, Fine School*. New York, NY: HarperCollins.

Egan, T. (2007). *The Pink Refrigerator*. New York, NY: Houghton Mifflin Books for Young Readers.

Falconer, I. (2003). *Olivia...and the Missing Toy*. London, England: Atheneum Books for Young Readers.

Gay, M. (2010). *Stella, Queen of Snow*. Toronto, Canada: Groundwood Books.

George, L. B. (1999). *In the Snow: Who's Been Here?*. New York, NY: Greenwillow Books.

Heide, F. P. (1995). *The Day of Ahmed's Secret*. New York, NY: HarperCollins.

Keats, E. J. (1962). *The Snowy Day*. New York, NY: Viking Press.

Knowles, S. (1988). *Edward the Emu*. New York, NY: HarperTrophy.

Lendroth, S. (2005). *Why Explore?* Berkeley, CA: Tricycle Press.

Slater, D. (2017). *The Antlered Ship*. New York, NY: Beach Lane Books.

Steig, W. (1988). *Yellow & Pink*. New York, NY: Square Fish.

Knowledgeable

Abouraya, K. L. (2012). *Hands Around the Library: Protecting Egypt's Treasured Books*.

New York, NY: Dial Books for Young Readers.

Bernard, A. (1991). *Cleversticks*. New York, NY: Dragonfly Books.

Demi. (1997). *One Grain of Rice: A Mathematical Folktale*. New York, NY: Scholastic Press.

Leeds, L. (2015). *Missing Math: A Number Mystery*. New York, NY: Two Lions.

McCully, E. A. (2006). *Marvelous Mattie*. New York, NY: Farrar, Strauss, & Giroux.

Polacco, P. (1993). *The Bee Tree*. New York, NY: PaperStar Books.

Rathmann, P. (1995). *Officer Buckle & Gloria*. New York, NY: G.P. Putnam's Sons Books for Young Readers.

Rumford, J. (2010). *Rain School*. New York, NY: Joughton Mifflin Books for Children.

Shaskan, T. S. (2008). *If You Were a Minus Sign*. North Mankato, MN: Picture Window Books.

Shaskan, T. S. (2008). *If You Were a Plus Sign*. North Mankato, MN: Picture Window Books.

Stevens, J. (1995). *Tops and Bottoms*. New York, NY: Houghton Mifflin Harcourt.

Stewart, S. (2008). *The Library*. New York, NY: Square Fish.

Wood, A. (1987). *Heckedy Peg*. Orlando, FL: Voyager Books.

Yousafzai, M. (2017). *Malala's Magic Pencil*. New York, NY: Little, Brown Books for Young Readers.

Thinkers

Beaty, A. (2007). *Iggy Peck, Architect*. New York, NY: Abrams Books for Young Readers.

Beaumont, K. (2005). *I Ain't Gonna Paint No More*. Boston, MA: Houghton Mifflin
Harcourt Books for Young Readers.

Cannon, J. (2005). *Crickwing*. Boston, MA: Houghton Mifflin Harcourt Books for Young
Readers.

Donaldson, J. (2003). *The Magic Paintbrush*. London, England: Macmillan Children's
Books.

Fleischman, P. (2002). *Westlandia*. Somerville, MA: Candlewick Press.

Lionni, L. (1963). *Swimmy*. New York, NY: Knopf Books for Young Readers.

Portis, A. (2006). *Not a Box*. New York, NY: HarperCollins.

Reynolds, P. (2003). *The Dot*. Somerville, MA: Candlewick Press.

Reynolds, P. (2004). *Ish*. Somerville, MA: Candlewick Press.

Slobadkina, E. (1987). *Caps for Sale: A Tale of a Peddler Some Monkeys and Their
Monkey Business*. New York: NY: HarperCollins.

Wiesner, D. (2001). *The Three Pigs*. New York, NY: Clarion Books.

Yamada, K. (2014). *What Do You Do With an Idea?* Seattle, WA: Compendium Inc.

Yamada, K. (2016). *What Do You Do With a Problem?* Seattle, WA: Compendium Inc.

Communicators

Aliki. (1998). *Marianthe's Story: Painted Words and Spoken Memories*. New York, NY:

Greenwillow Books.

Bunting, E. (2006). *One Green Apple*. New York, NY: Clarion Books.

Child, L. (2003). *I Will Never Not Ever Eat a Tomato*. Somerville, MA: Candlewick Press.

Choi, Y. (2003). *The Name Jar*. New York, NY: Dragonfly Books.

Cook, J. (2006). *My Mouth is a Volcano*. Chattanooga, TN: National Center for Youth Issues.

Hanlon, A. (2012). *Ralph Tells a Story*. New York, NY: Two Lions.

Hoffman, M. (2012). *The Colour of Home*. London, England: Frances Lincoln Ltd.

Larsen, A. (2016). *A Squiggly Story*. Tonawanda, NY: Kids Can Press Ltd.

Lester, H. (2002). *Hooway for Wodney Wat*. New York, NY: Houghton Mufflin Books.

Mosel, A. (2007). *Tikki Tikki Tembo*. New York, NY: Square Fish.

Most, B. (1990). *The Cow That Went OINK*. New York, NY: Voyager Books.

Pak, S. (1999). *Dear Juno*. New York, NY: Puffin Books.

Recorvits, H. (2003). *My Name is Yoon*. New York, NY: Square Fish.

Principled

- Amnesty International. (2011). *We Are All Born Free: The Universal Declaration of Human Rights in Pictures*. London, England: Frances Lincoln Children's Books.
- Breathed, B. (2000). *Edwurd Fudwupper Fibbed Big*. New York, NY: Storyopolis.
- Demi. (1990). *The Empty Pot*. New York, NY: Square Fish.
- Donaldson, J. (2003). *The Magic Paintbrush*. London, England: Macmillan Children's Books.
- Graham, B. (2003). *Rose Meets Mr. Wintergarten*. London, England: Walker Books.
- Havill, J. (1986). *Jamaica's Find*. Boston, MA: Houghton Mifflin Company.
- Henkes, K. (2006). *Lilly's Purple Plastic Purse*. New York, NY: Greenwillow Books.
- Hennessy, B. G. (2006). *The Boy Who Cried Wolf*. New York, NY: Simon & Schuster.
- Klassen, J. (2011). *I Want My Hat Back*. Somerville, MA: Candlewick Press.
- Magoon, S. (2013). *The Boy Who Cried Bigfoot!* New York, NY: Simon & Schuster.
- Matsuno, M. (2002). *A Pair of Red Clogs*. Cynthiana, KY: Purple House Inc.
- Pilkey, D. (2016). *The Paperboy*. New York, NY: Orchard Books.
- Polacco, P. (1998). *Chicken Sunday*. New York, NY: Paperstar Books.
- Rosen, M. (2005). *This is Our House*. Somerville, MA: Candlewick Press.
- Waddell, M. (1991). *Farmer Duck*. Somerville, MA: Candlewick Press.

Open-Minded

Baker, J. (2010). *Mirror*. Somerville, MA: Candlewick Press.

Cannon, J. (1993). *Stellaluna*. Orlando, FL: Harcourt, Inc.

Child, L. (203). *I Will Never Not Ever Eat a Tomato*. Somerville, MA: Candlewick Press.

Couric, K. (2000). *The Brand New Kid*. New York, NY: Doubleday.

DePaola, T. (1985). *Watch Out for Chicken Feet in Your Soup*. New York, NY: Aladdin Paperbacks.

Eggers, D. (2017). *Her Right Foot*. San Francisco, CA: Chronicle Books.

Friedman, I. R. (1987). *How My Parents Learned to Eat*. New York, NY: Houghton Mifflin Company.

Graham, B. (2003). *Rose Meets Mr. Wintergarten*. London, England: Walker Books.

Hall, B. E. (2004). *Henry and the Kite Dragon*. New York, NY: Philomel Books.

Hoffman, M. (1991). *Amazing Grace*. New York, NY: Dial Books for Young Readers.

Kostecki-Shaw, J. S. (2011). *Same, Same but Different*. New York, NY: Henry Holt and Company.

Laden, N. (1998). *When Pigasso Met Mootisse*. San Francisco, CA: Chronicle Books.

Lester, H. (2002). *Hooway for Wodney Wat*. New York, NY: Houghton Mufflin Books.

Reynolds, P. (2004). *Ish*. Somerville, MA: Candlewick Press.

Say, Allen. (2008). *Grandfather's Journey*. New York, NY: Houghton Mifflin Company.

Seuss, T. G. (1961). *The Sneetches and Other Stories*. New York, NY: Random House.

Caring

Bunting, E. (1986). *The Mother's Day Mice*. New York, NY: Houghton Mifflin Harcourt.

Campbell, S. (2014). *The Hug Machine*. London, England: Atheneum Books for Young Readers.

De La Peña, M. (2017). *The Last Stop on Market Street*. New York, NY: G.P. Putnam's Sons Books for Young Readers.

Farrish, T. (2003). *The Cat Who Loved Potato Soup*. Somerset, MA: Candlewick Press.

Fox, M. (1989). *Wilfrid Gordon McDonald Patridge*. La Jolla, CA: Kane/Miller Books.

Heide, F. P. (1995). *The Day of Ahmed's Secret*. New York, NY: HarperCollins.

Ludwig, P. (2013). *The Invisible Boy*. New York, NY: Knopf Books for Young Readers.

Penn, A. (2007). *The Kissing Hand*. Terre Haute, IN: Tanglewood Press.

Polacco, P. (1998). *Thank You, Mr. Falker*. New York, NY: Philomel Books.

Shoonmaker, E. (2011). *Square Cat*. New York, NY: Aladdin Books.

Stead, P. C. (2010). *A Sick Day for Amos McGee*. New York, NY: Roaring Book Press.

Stieg, W. (1969). *Sylvester and the Magic Pebble*. New York, NY: Aladdin Paperbacks.

Willems, M. (2014). *Waiting is Not Easy!* New York, NY: Hyperion Books for Children.

Winter, J. (2011). *The Watcher: Jane Goodall's Life with the Chimps*. New York, NY: Schwartz & Wade Books.

Woodson, J. (2012). *Each Kindness*. New York, NY: Nancy Paulsen Books.

Yoon, S. (2016). *Be a Friend*. New York, NY: Bloomsbury Children's Books.

Risk-Taker

- Beaty, A. (2013). *Rosie Revere, Engineer*. New York, NY: Abrams Books for Young Readers.
- Becker, A. (2013). *Journey*. Somerset, MA: Candlewick Press.
- Clinton, C. (2017). *She Persisted: 13 American Women Who Changed the World*. New York, NY: Philomel Books.
- Cornwall, G. (2017). *Jabari Jumps*. Somerville, MA: Candlewick Press.
- DePaola, T. (1985). *Watch Out for Chicken Feet in Your Soup*. New York, NY: Aladdin.
- Gerstein, M. (2007). *The Man Who Walked Between the Towers*. New York, NY: Square Fish.
- Glynn, A. (2017). *Ali's Story: A Real-Life Account of His Journey from Afghanistan*. North Mankato, MN: Picture Window Books.
- Graham, B. (2003). *Rose Meets Mr. Wintergarten*. London, England: Walker Books.
- Henkes, K. (1996). *Sheila Rae, The Brave*. New York, NY: Greenwillow Books.
- Hoffman, M. (1991). *Amazing Grace*. New York, NY: Dial Books for Young Readers.
- Luyken, C. (2017). *The Book of Mistakes*. New York, NY: Dial Books for Young Readers.
- McCully, E. A. (1997). *Mirette on the High Wire*. New York, NY: Paperstar Books.
- Seuss, T. G. (1960). *Green Eggs and Ham*. New York, NY: Random House.
- Thompson, L. A. (2015). *Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah*. New York, NY: Schwartz & Wade Books.
- Yousafzai, M. (2017). *Malala's Magic Pencil*. New York, NY: Little, Brown Books for Young Readers.

Balanced

Baker, J. (2010). *Mirror*. Somerville, MA: Candlewick Press.

Cali, D. (2010). *The Bear with the Sword*. Victoria, Australia: Wilkins Farago Pty. Ltd.

Child, L. (2003). *I Will Never Not Ever Eat a Tomato*. Somerville, MA: Candlewick Press.

Collins, S. (2005). *When Charlie McButton Lost Power*. New York, NY: Puffin Books.

Creech, S. (2003). *A Fine, Fine School*. New York, NY: HarperCollins.

Hoberman, M. A. (1997). *One of Each*. New York, NY: Little, Brown Books for Young Readers.

McDonnell, P. (2005). *The Gift of Nothing*. New York, NY: Little, Brown Books for Young Readers.

Palatini, M. (2011). *Stuff*. New York, NY: Katherine Tegen Books.

Rockwell, L. (2008). *The Busy Body Book: A Kid's Guide to Fitness*. Decorah, IA: Dragonfly Books.

Rockwell, L. (2009). *Good Enough to Eat: A Kid's Guide to Food and Nutrition*. New York, NY: HarperCollins

Rosenthal, A. K. (2005). *Little Pea*. San Francisco, CA: Chronicle Books.

Shields, G. (2011). *Library Lily*. Grand Rapids, MI: Eerdmans Books for Young Readers.

Springman, I. C. (2012). *More*. New York, NY: Houghton Mifflin Books for Children.

Walsh, E. S. (2010). *Balancing Act*. San Diego, CA: Beach Lane Books.

Zuckerberg, R. (2013). *Dot*. New York, NY: HarperCollins Children's.

Reflective

Banks, K. (2004). *The Cat Who Walked Across France: A Picture Book*. New York, NY:

Frances Foster Books.

Boelts, M. (2007). *Those Shoes*. Somerville, MA: Candlewick Press

Cooney, B. (1982). *Miss Rumphius*. New York, NY: Puffin Books.

Freyman, S. (1999). *How Are You Peeling?: Foods with Moods*. New York, NY: Arthur A.

Levine Books.

Heide, F. P. (1995). *The Day of Ahmed's Secret*. New York, NY: HarperCollins.

Pett, M. (2011). *The Girl Who Never Made Mistakes*. Naperville, IL: Sourcebooks

Jabberwocky.

Riggold, F. (1996). *Tar Beach*. New York, NY: Dragonfly Books.

Rosen, M. (2005). *Michael Rosen's Sad Book*. Somerville, MA: Candlewick Press.

Thurber, J. (1973). *Many Moons*. Orlando, FL: Voyager Books

Velthuijs, M. (1998). *Frog is Frog*. London, England: Milet Publishing Ltd.

Willems, M. (2011). *Should I Share My Ice Cream?* New York, NY: Hyperion Books for

Children.

Winter, J. (2004). *Elsina's Clouds*. New York, NY: Frances Foster Books.

APPENDIX J

Project Bibliography

PROJECT BIBLIOGRAPHY

- Beaty, A. (2013). *Rosie Revere, Engineer*. New York, NY: Abrams.
- Boelts, M. (2007). *Those Shoes*. Somerville, MA: Candlewick Press.
- BrainPop Jr. (2017). *Simple Machines* [Video]. Retrieved from
<https://jr.brainpop.com/science/forces/simplemachines/>
- CIS PYP Librarians. (2006). *IB Learner Profile Annotated Bibliography*. Retrieved from
http://docs.wixstatic.com/ugd/41eef9_11c21389ae584525a18f12824801f242.pdf
- Demi. (1990). *The Empty Pot*. New York, NY: Square Fish.
- Heydlauff, L. (2007). *Going to School in India* [Documentary]. USA: Master Communications.
- I Know My ABC Inc. (n.d.). *Hindi Alphabet Chart* [Infographic]. Retrieved from
<https://www.iknowmyabc.com/product/hindi-alphabet-chart-by-i-know-my-abc-9780997139570-abc-p-3-419.html>
- I Know My ABC Inc. (n.d.). *Korean Alphabet Chart* [Infographic]. Retrieved from
<https://www.iknowmyabc.com/product/korean-alphabet-chart-by-i-know-my-abc-9781945285028-abc-p-8-430.html>
- International Baccalaureate (IB). (2009). *Making the PYP happen: A curriculum framework for international primary education*. Cardiff, Wales: Author.
- International Baccalaureate (IB). (2013a). *IB learner profile*. Retrieved from
<http://www.ibo.org/globalassets/digital-toolkit/flyers-and-artworks/learner-profile-en.pdf>
- Kostecki-Shaw, J. S. (2011). *Same, Same but Different*. New York, NY: Henry Holt and Company.

- Knowles, S. (1988). *Edward the Emu*. New York, NY: HarperTrophy.
- Lionni, L. (1963). *Swimmy*. New York, NY: Knopf Books for Young Readers.
- Ludwig, P. (2013). *The Invisible Boy*. New York, NY: Knopf Books for Young Readers.
- Minakuchi, H. (n.d.). *Emu and her chicks* [Photograph]. Retrieved from
<https://kids.nationalgeographic.com/explore/nature/habitats/grassland/#grassland-lesser-rhea.jpg>
- National Geographic Kids. (2017). *Animals*. Retrieved from
<https://kids.nationalgeographic.com/animals/>
- National Geographic Kids. (2017). *India*. Retrieved from
<https://kids.nationalgeographic.com/explore/countries/india/#india-tajmahal.jpg>
- Pinkney, J. (2013). *The Tortoise & the Hare*. New York, NY: Little, Brown Books for Young Readers.
- Public domain. (n.d.) *Traditional portrait of Emporor Wu of Han from ancient Chinese book* [Drawing]. Retrieved from
<https://commons.wikimedia.org/wiki/File%3A%E6%BC%A2%E6%AD%A6%E5%B8%9D.jpg>
- PYPLIBRARY. (n.d.). *PYP Leaner Profile*. Retrieved from
<http://pyplibrary.wikispaces.com/Home>
- Recorvits, H. (2003). *My Name is Yoon*. New York, NY: Square Fish.
- Stevens, J. (1984). *The Tortoise and the Hare: An Aesop Fable*. New York, NY: Holiday House.
- Stevens, J. (1995). *Tops and Bottoms*. New York, NY: Houghton Mifflin Harcourt.
- Van Dusen, C. (2007). *If I Built a Car*. New York, NY: Puffin Books.

Van Dusen, C. (2012). *If I Built a House*. New York, NY: Dial Books for Young Readers.

Zuckerberg, R. (2013). *Dot*. New York, NY: Harper Collins Children's.